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ABSTRACT

The 1992-93 school year was the third complete year under the mandates of the Oklahoma school reform act initiated in 1989, which established the Oklahoma Educational Indicators Program. This report identifies progress or change that has occurred in a variety of educational areas since the inception of reforms in every school district in Oklahoma. Indicators used fall into the two groups of results and context. Among results are standardized achievement test scores and student attendance rates. Contextual information is shown in a historical fashion in the two basic categories of student information and teacher information. Since the reform initiative began, state-level standardized achievement test results have grown significantly, particularly in the lower grades. The state dropout rate has declined slightly, although the state attendance rate has also shown a slight decline since 1990. Scores in the American College Test increased slightly. The student enrollment has grown, and its ethnic composition has changed, with a corresponding increase in the number of teachers. School indicators are presented for elementary districts (130 tables) and independent districts (430 tables). (SLD)

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ED 379 286

DISTRICT HISTORICAL REPORT

1990-1993

Oklahoma Educational Indicators Program

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DISTRICT HISTORICAL REPORT

1990-1993

Oklahoma Educational Indicators Program

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In accordance with Title 70 of the Oklahoma Statutes Sections 3-118 and 1210.531, this document is a summary report to the people of Oklahoma of the relative accomplishments of the public schools and of progress being achieved for the school years beginning in the Fall of 1989 and ending in the Spring of 1993.

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STATE OF OKLAHOMA
Secretary of Education
Office of Accountability

TABLE OF CONTENTS

HISTORICAL INDICATORS
1990-1993

Pages

I. **Overview**

A. Introduction 1

B. Methods 2

C. Results 3-4

II. **Table 1 - State Results** 5

III. **Glossary** 6

IV. **Elementary Districts** 7-137

V. **Independent Districts** 138-568

STATE OF OKLAHOMA
Secretary of Education
Office of Accountability

HISTORICAL INDICATORS REPORT
1990-1993

I. OVERVIEW

A. Introduction

The Oklahoma Educational Indicators Program was first introduced into law in 1989 through Senate Bill 183, which directed the State Board of Education to establish and develop reports disclosing a variety of educational indicators at the school and district level. Such indicators address educational outcomes such as standardized achievement scores, graduation rates, and dropout rates; contextual measures related to student demographic and other educational inputs; and financial information accounting for sources of revenue and major areas of expenditures. Since 1989, the indicators reports have been assembled on an annual basis in such a manner that fair and valid comparisons may be readily made among schools and districts. As sufficient data was accumulated over time, historical reports were to be completed in order to permit "within-district" yearly comparisons in addition to the "between-district" comparisons which may be drawn from annual reports.

The first educational indicators report, titled *Perspectives*, was authored by a consortium of State Department of Education employees. It contained indicators at the state and district level for the 1988-89 school year. House Bill 1017 (HB 1017), the landmark educational reform legislation passed in 1990, included all of the Educational Indicators provisions which were contained in Senate Bill 183 the year before. With the advent of this bill, the responsibility of producing the educational indicators reports was shifted to the Oklahoma Office of Accountability (O of A), under the direction of the Education Oversight Board. The O of A, with the Secretary of Education as the chief executive officer, was created by authority of HB 1017 for the primary purpose of tracking and reporting progress on compliance with the various education reforms mandated by the bill. The O of A has published educational indicators reports as follows for the school years shown: 1989-90 (*Results 1990*), 1990-91 (*Results 1991*), and 1991-92 (*Results 1992*). *Results 1991* and *Results 1992* added a school-level report to the existing state and district information already reported.

The 1992-93 school year in Oklahoma was the third complete year under the mandates of HB 1017. In response to provisions in the bill directing that indicators be reported on a historical basis "as the necessary data became available," three years is considered a sufficient period of time for producing meaningful historical data for comparison and trending purposes. This publication represents the first report providing indicators data historically at the district level. The primary purpose of the report is to identify progress or change that has occurred in a variety of educational areas since the inception of HB 1017 for every school district in Oklahoma.

B. Methods

In order to chart progress and change in Oklahoma since the implementation of HB 1017, the 1989-90 school year was used as the base year since it was the last year prior to HB 1017 implementation. The indicators selected fell into two basic groups: results and context.

The first indicators in the results section reflect standardized achievement scores from the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP). ITBS/TAP scores are shown for each grade tested in the Oklahoma School Testing Program (OSTP) from 1990 through 1993. A growth measure ("Rank Change") was calculated based on the difference between the 1990 and 1993 scores for each grade tested throughout the OSTP.

Cohort achievement results for ITBS/TAP are also shown, whereby results for the same group (cohort) are compared from one testing period to the next. For example, test scores of third grade students in 1991 were compared with test scores of the fifth grade students in 1993 for each school district in order to determine growth among the same group, recognizing that student mobility or other events that may have occurred over the two-year period could change the exact composition of the initial cohort group. The student membership of a cohort over time could potentially be quite different than the composition of the initial cohort group, thus affecting the validity of the comparison of scores over the period assessed. However, the majority of the membership would normally be the same during a two-year period, so this is a useful method in the measurement of student achievement gains.

Results from the Stanford Writing Assessment, introduced into the OSTP in 1992, are shown for both 1992 and 1993, along with a growth measure ("Rank Change") reflecting the change in percentile rank between the two years.

Student attendance rates for the 1990 through 1993 school years are shown for all school districts, while dropout rates from 1990 through 1993 and average composite American College Test (ACT) scores from 1991 through 1993 are shown for all independent (K-12) school districts. For student attendance rates, dropout rates, and average composite ACT scores, a growth measure (+/-) was calculated, comparing the base year result with the 1993 result for each category.

Contextual information is shown in a historical fashion for 1990 through 1993 for all school districts. The contextual data is comprised of two basic categories: student information and teacher information.

Student information consists of student enrollment, the percent of students eligible for free/reduced priced lunch (a socio-economic proxy), the percent of students from minority groups, the percent of students who qualified for special education services, and the percent of students designated as Limited English Proficient (LEP). LEP students are those whose predominant native and home-spoken language is other than English. For each of these indicators, data is reflected for the years 1990 through 1993, with a growth measure (+/-) showing the change in results from 1990 to 1993.

Teacher information consists of the number of teachers, their average salary, and their average experience, as well as the percent of teachers with advanced degrees, and the amount of class-size penalties assessed, which is a proxy for sufficient teacher staffing relative to the class -size limits established in HB 1017. The teacher indicators data is shown for the years 1990 through 1993, along with a growth measure (+/-) for each category, comparing results for 1990 and 1993, except for the class-size penalty assessment, which was furnished only through 1992. (1993 class-size penalties were not available by the publication date).

C. Results

State-level standardized achievement results since the implementation of the ITBS/TAP tests reflect significant growth, particularly at the lower grades and the highest grade tested in the OSTP. The third-grade composite score increased seven percentile points, from a percentile rank of 55 in 1990 to a percentile rank of 62 in 1993. Throughout the four-year period, there has never been less than a two-point gain per year among third-grade scores. The fifth-grade composite percentile increased six points from 1990 to 1993. In 1993, the fifth-grade composite percentile rank was 64, compared to a fifth-grade percentile rank of 58 in 1990. From year to year, fifth-grade scores have consistently demonstrated an increase of one or more percentile points.

Eleventh-grade composite scores have also increased six percentile points from 1990 to 1993. The eleventh-grade percentile rank in 1990 was 53, a score not significantly above the national average (defined as a percentile rank of 50), when comparing against the national norming sample used to construct the test and determine normative performance. By 1993, the eleventh-grade percentile rank climbed to 59. In comparing the 1993 eleventh-grade state composite percentile with the national average (59 versus 50), the nine-point difference is **three times greater** than the three-point difference between the 1990 eleventh-grade state percentile and the national average (53 versus 50).

Seventh-grade and ninth-grade state average composite percentiles have risen modestly from 1990 to 1993. The seventh-grade composite percentile score was 60 in 1993 and 57 in 1990, representing a three-point increase throughout the period. The ninth-grade state composite percentile score increased two points from 1990 to 1993. In 1990, the ninth-grade percentile rank was 59 and in 1993 the ninth-grade percentile rank was 61. The percentile rank of 61 was attained in 1991 and has remained constant for three consecutive years. Table 1 (Page 5) contains the state-level standardized achievement results from 1990 through 1993.

The Stanford Writing Assessment was adopted by the OSTP in 1992 as the new state writing test. Students in the seventh- and tenth-grade were administered the writing assessment in 1992 and 1993. On a statewide basis, both the seventh- and tenth-grade writing scores dropped six percentile points from 1992 to 1993. In 1992, the seventh-grade writing percentile score was 63. In 1993, the seventh-grade score fell to a percentile rank of 57. The tenth-grade writing percentile score in 1992 was 57, but in 1993, it dropped to 51.

A substantial shift in the nature of writing assessments from 1992 to 1993 may explain the lower scores in the most recent year. There was a significant change in the narrative prompts which directed the writing modes that students were to demonstrate from 1992 to 1993. In 1992, the prompts elicited students to develop descriptive narrative while in 1993 the prompts elicited expository narrative. Unlike descriptive writing, expository writing requires that students demonstrate the ability to explain a concept, procedure, principle, or opinion. Expository writing had never been required of students for this or any previous state-administered writing assessment prior to 1993. Also, different sets of national norms were used to score the 1992 and 1993 tests, each based on the writing modes required of students from each of those tests. The new requirements related to expository writing and the use of a different set of national norms with higher standards may have contributed to the lower state-level writing scores in 1993.

State-level dropout rates, student attendance rates, and average composite ACT scores are shown for the school years 1990 through 1993. The state dropout rate was 3.6% in 1990 and 3.2% in 1993, resulting in a decline of .4 of a percentage point. The student attendance rate was 94.7% in 1990, compared to a rate of 94.4% in 1993, reflecting a decline of .3 of a percentage point. The state-level average composite ACT score was 20.0 in 1990, compared to a score of 20.2 in 1993, an increase of .2 of a percentage point.

As stated in the Methods Section, contextual indicators are shown on a historical basis at the state-level from 1990 through 1993. The contextual indicators fall into two basic categories: student information and teacher information. Results for each of the contextual indicators are shown in the following paragraphs.

In 1990, Oklahoma's total statewide student enrollment in public schools was 573,323, compared to an enrollment of 594,326 in 1993, which reflects an increase of 21,003 students. The percent of public school students eligible for free or reduced-priced lunches grew from 36.0% in 1990 to 39.1% in 1993, resulting in an increase of 3.1%.

Minority student representation in Oklahoma public schools grew from 25.0% in 1990 to 27.4% in 1993, an increase of 2.4 percentage points.

In 1990, 11.3% of all public school students were identified as qualifying for special education services, compared to 11.8% in 1993, an increase of .5%. The percentage of students identified as LEP grew from 1.3% of all students in 1990 to 2.5% in 1993, an increase of 1.2 percent. This increase represents a virtual doubling of the number of students identified as LEP from 1990 to 1993. Table 1 (page 5) contains the statewide historical student information from 1990 through 1993.

The number of teachers in Oklahoma public schools increased significantly during the past three years, going from 35,559 in 1990 to 38,290 in 1993, for an increase of 2,761 teachers (7.8%), based on Full-Time Equivalency (FTE). The statewide average teacher salary (with fringe) increased from $24,659 in 1990 to $28,170 in 1993, an increase of $3,511 (14.2%). On a statewide basis, the average years of teaching experience increased from 11.7 in 1990 to 12.4 in 1991, then dropped to 12.0 in 1992 and went back to 11.7 in 1993. The percent of Oklahoma teachers with an advanced degree (masters and above) declined from 41.1% in 1990 to 38.7% in 1993 on a statewide basis, reflecting a decrease of 2.4%. Table 1 (page 5) contains the historical teacher indicators from 1990 to 1993.

OKLAHOMA EDUCATIONAL INDICATORS PROGRAM
HISTORICAL INDICATORS REPORT

II. Table I
STATE RESULTS

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency
(Average National Composite Percentiles)

Grade	1990	1991	1992	1993	Rank Change
3	55	57	60	62	7
5	58	60	63	64	6
7	57	58	60	60	3
9	59	61	61	61	2
11	53	55	57	59	6

Stanford Writing Assessment

Grade			1992	1993	Rank Change
7	-	-	63	57	-6
10	-	-	57	51	-6

	1990	1991	1992	1993	+/-
Dropout Rate	3.6	4.0	3.6	3.2	-.4
Student Attendance Rate	94.7	94.8	94.7	94.4	-.3
Average Composite ACT	20.0	20.1	20.0	20.2	.2

CONTEXT

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment	573,323	578,658	587,130	594,326	21,003
% Free/Reduced Lunch	36.0	36.3	39.6	39.1	3.1
% Minority	25.0	25.8	26.5	27.4	2.4
% Special Education	11.3	11.6	11.5	11.8	.5
% LEP	1.3	1.6	1.8	2.5	1.2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers	35,559	36,791	37,563	38,290	2,761
Average Salary ($)	24,659	25,725	27,034	28,170	3,511
Avg. Yrs. Experience	11.7	12.4	12.0	11.7	0.0
% Advanced Degree	41.1	39.6	39.1	38.7	-2.4

OKLAHOMA EDUCATIONAL INDICATORS PROGRAM
HISTORICAL INDICATORS REPORT

III. GLOSSARY

1. Administrators. This category includes superintendents, assistant superintendents, administrative assistants to each of these groups, and all non-teaching principals.

2. Counselors. Only those with the job classification of counselors are included in this category.

3. Support Staff. Included in this category are business managers, treasurers, secretaries, clerical employees, bus drivers, doctors, nurses, food service employees, aides, and teacher assistants.

4. Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP). Achievement results for tests under this program are shown for each grade applicable for the school years 1990 through 1993. Results are not shown for classes with five or fewer students tested.

5. Cohort Gains Results. These results are shown to furnish a comparison of the results achieved in 1991 with the results achieved by the same group (cohort) two years later (1993).

6. Stanford Writing Assessment. This method of assessing student writing performance was not adopted until 1992, so the results are available for only 1992 and 1993 for the grades tested. Results are not shown for classes with five or fewer students tested.

7. Rank Change. This figure is the change in percentile rank from 1990 to 1993 for the ITBS/TAP results and from 1992 to 1993 for the Stanford Writing Assessment results.

8. Student Attendance Rate. This is the percentage of Average Daily Attendance (ADA) to Average Daily Membership (ADM) for each school year shown.

9. Dropout Rate. This rate is based upon the number of students under age eighteen (legal definition) in grades 9 through 12 who dropped out of school prior to graduation, expressed as a percentage of ADM for those grades.

10. Average Composite ACT. Composite ACT scores are shown for the years 1991, when the current test was introduced, through 1993. Results are not shown for districts having five or fewer students tested.

11. Student Enrollment. This is the ADM for each of the school years shown.

12. % Free/Reduced Lunch. This percentage is based upon the number eligible for free or reduced cost lunches, in accordance with federal guidelines.

13. % Minority. This percentage is based upon the enrollment of Native American, Black, Hispanic, and Asian students at the beginning of the fall term for each school year shown.

14. Class-Size Penalty. This category reflects the amount of penalty, if any, for exceeding the mandated class-size levels. Those districts exempt from the penalty due to exceeding bonding limits are listed as "Exempt." The "N/A" designation for 1993 indicates that the penalty data for that year was not yet available when this report was prepared.

Oklahoma Historical Indicators Report

Elementary Districts

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: SKELLY
Address: Route 1, Box 918, Watts 74964

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	*	81	74	13
5th	*	43	76	*	*
7th	53	*	*	51	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	43	51	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	29	*

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	95.5	93.7	93.7	-2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	71	74	74	83	12
% Free/Reduced Lunch:	89	85	86	77	-12
% Minority:	64	68	57	71	7
% Special Education:	13	12	13	17	4
% Limited English Proficient:	0	0	0	75	75

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	10	10	8	2
Average Salary ($):	21,993	22,942	23,986	25,558	3,565
Average Experience:	12	14	12	12	0
% Advanced Degree:	48	31	30	25	-23
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: CHRISTIE
Address: Route 2, Box 497, Westville 74965

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	71	56	*	*	*
5th	*	*	41	*	*
7th	*	*	60	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	90	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	95.6	94.2	94.2	-1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	44	46	56	30	-14
% Free/Reduced Lunch:	63	60	88	100	37
% Minority:	100	55	51	63	-37
% Special Education:	9	9	2	0	-9
% Limited English Proficient:	0	55	51	63	63

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	6	5	5	-2
Average Salary ($):	18,125	22,177	22,558	25,736	7,611
Average Experience:	8	10	12	9	2
% Advanced Degree:	23	27	20	17	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: PEAVINE
Address: P.O. Box 389, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	39	54	50	50	11
5th	49	47	49	59	10
7th	52	53	43	40	-12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	59	5
7th	47	40	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	83	80	-3

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	95.5	95.6	95.7	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	186	193	183	160	-26
% Free/Reduced Lunch:	96	92	79	90	-6
% Minority:	60	62	77	86	26
% Special Education:	15	14	16	16	1
% Limited English Proficient:	12	11	21	46	34

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	15	15	1
Average Salary ($):	22,624	24,572	25,667	26,468	3,844
Average Experience:	14	15	16	17	2
% Advanced Degree:	35	33	33	33	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: MARYETTA
Address: Route 4, Box 413, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	34
# of Administrators:	2	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	36	78	71	22
5th	60	41	71	70	10
7th	61	63	67	69	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	36	70	34
7th	41	69	28

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	47	-25

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	91.9	92.5	94.6	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	381	449	493	465	84
% Free/Reduced Lunch:	90	76	78	83	-7
% Minority:	54	77	82	79	25
% Special Education:	15	13	11	12	-3
% Limited English Proficient:	54	77	81	79	25

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	37	31	33	-4
Average Salary ($):	22,958	24,421	25,772	29,012	6,054
Average Experience:	8	8	10	9	1
% Advanced Degree:	27	27	26	27	0
Class-size Penalty ($):	None	None	1,793	N/A	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: ROCKY MOUNTAIN
Address: Route 1, Box 665, Stilwell 74960

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 17
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	23	43	*	*
5th	58	42	*	50	-8
7th	44	40	72	72	28

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	23	50	27
7th	42	72	30

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	87	70	-17

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.0	97.0	97.8	97.7	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	111	113	127	167	56
% Free/Reduced Lunch:	82	81	90	69	-13
% Minority:	62	58	60	80	18
% Special Education:	22	21	34	31	9
% Limited English Proficient:	62	58	60	80	18

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	14	12	11	0
Average Salary ($):	20,985	21,378	22,811	24,874	3,889
Average Experience:	9	7	5	6	-4
% Advanced Degree:	35	21	8	9	-26
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: ZION
Address: P.O. Box 347, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	23
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	62	70	74	11
5th	49	69	77	73	24
7th	40	51	69	74	34

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	73	11
7th	69	74	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	42	64	22

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.6	96.6	96.5	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	225	249	258	276	51
% Free/Reduced Lunch:	82	74	74	70	-12
% Minority:	69	80	78	75	6
% Special Education:	23	21	17	17	-6
% Limited English Proficient:	39	42	33	39	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	17	18	17	2
Average Salary ($):	22,976	24,285	25,755	26,758	3,782
Average Experience:	12	12	12	13	1
% Advanced Degree:	53	47	44	49	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: DAHLONEGAH
Address: Route 1, Box 1795, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	13
# of Administrators:	2	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	*	46	*	*
5th	35	*	*	*	*
7th	24	*	42	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	95.1	95.0	92.8	-3.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	112	108	82	86	-26
% Free/Reduced Lunch:	96	99	90	86	-10
% Minority:	98	99	97	98	0
% Special Education:	19	20	26	23	4
% Limited English Proficient:	98	99	97	98	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	10	11	10	9	-1
Average Salary ($):	20,203	21,444	23,508	25,710	5,507
Average Experience:	10	11	13	14	4
% Advanced Degree:	10	9	17	22	12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR

District: GREASY

Address: Route 1, Box 1610, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	21
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	49	82	16	-47
5th	25	59	48	61	36
7th	31	57	60	52	21

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	61	12
7th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	21	-44

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
91.0	90.7	91.4	92.2	1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	131	154	146	146	15
% Free/Reduced Lunch:	86	73	93	92	6
% Minority:	79	80	74	77	-2
% Special Education:	17	14	13	13	-4
% Limited English Proficient:	41	52	42	31	-10

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	12	15	13	1
Average Salary ($):	20,086	20,957	22,228	24,316	4,230
Average Experience:	13	12	10	12	0
% Advanced Degree:	34	24	21	19	-15
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: BELL
Address: P.O. Box 346, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	27
# of Administrators:	2	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	*	*	*
5th	50	*	*	39	-11
7th	*	*	42	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	39	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
89.3	90.9	93.0	92.4	3.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	147	133	123	139	-8
% Free/Reduced Lunch:	100	100	100	96	-4
% Minority:	75	87	93	94	19
% Special Education:	22	25	46	30	8
% Limited English Proficient:	86	73	82	73	-13

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	13	13	12	0
Average Salary ($):	20,847	22,743	23,610	24,999	4,152
Average Experience:	7	10	10	9	2
% Advanced Degree:	50	48	48	44	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ATOKA

District: HARMONY

Address: Route 2, Box 2215, Atoka 74525

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	54	62	59	-5
5th	71	75	62	68	-3
7th	71	60	80	73	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	68	14
7th	75	73	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	82	7

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.1	97.4	97.5	95.4	-2.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	137	150	131	179	42
% Free/Reduced Lunch:	67	62	61	61	-6
% Minority:	0	3	17	14	14
% Special Education:	12	11	8	9	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	12	1
Average Salary ($):	22,243	23,563	25,169	26,748	4,505
Average Experience:	12	13	14	14	3
% Advanced Degree:	55	55	64	58	3
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ATOKA
District: LANE
Address: P.O. Box 39, Lane 74555

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	56	81	67	-8
5th	80	62	74	72	-8
7th	57	59	70	52	-5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	72	16
7th	62	52	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	44	-34

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	97.4	97.2	98.8	1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	167	176	179	173	6
% Free/Reduced Lunch:	69	66	70	73	4
% Minority:	15	16	37	9	-6
% Special Education:	10	11	9	12	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	13	12	13	14	1
Average Salary ($):	21,731	23,569	26,001	27,089	5,358
Average Experience:	13	14	14	14	1
% Advanced Degree:	62	67	60	57	-5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ATOKA
District: FARRIS
Address: Route 1, Box 31, Farris 74542

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	75	70	67	19
5th	33	59	78	69	36
7th	58	62	64	69	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	75	69	-6
7th	59	69	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	79	20

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	96.0	94.5	92.0	-5.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	104	111	107	107	3
% Free/Reduced Lunch:	66	61	75	76	10
% Minority:	0	0	0	0	0
% Special Education:	8	7	12	13	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	8	9	9	9	1
Average Salary ($):	19,610	20,316	22,379	24,630	5,020
Average Experience:	8	8	9	10	2
% Advanced Degree:	13	11	11	22	9
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BEAVER
District: GARRETT
Address: HCR 3, Box 108, Elmwood 73932

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 5
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	*	*	*
5th	*	*	81	*	*
7th	*	74	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.5	97.2	95.2	96.6	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	42	44	41	37	-5
% Free/Reduced Lunch:	14	14	34	38	24
% Minority:	0	0	0	0	0
% Special Education:	5	5	2	6	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	8	8	5	5	-3
Average Salary ($):	21,148	24,107	27,120	24,773	3,625
Average Experience:	8	9	11	9	1
% Advanced Degree:	6	6	11	0	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BLAINE

District: HITCHCOCK

Address: Highway 8, Box 139, Hitchcock 73744

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	2
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	*	*	*	*
5th	74	74	*	*	*
7th	*	*	71	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	74	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	90	*	*

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
97.4	97.0	96.5	98.0	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	58	48	42	38	-20
% Free/Reduced Lunch:	33	40	53	58	25
% Minority:	10	6	7	3	-7
% Special Education:	7	0	0	0	-7
% Limited English Proficient:	6	8	0	0	-6

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	5	6	4	-2
Average Salary ($):	22,780	23,355	24,547	23,836	1,056
Average Experience:	9	11	11	8	-1
% Advanced Degree:	36	39	46	0	-36
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN

District: RIVERSIDE

Address: 4800 E. Foreman St., El Reno 73036

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	41	58	67	7
5th	69	68	75	69	0
7th	61	74	69	62	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	69	28
7th	68	62	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	33	-31

*** Indicates 5 o. fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	94.2	95.3	93.8	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	149	158	152	156	7
% Free/Reduced Lunch:	29	27	35	34	5
% Minority:	16	23	19	21	5
% Special Education:	13	11	18	17	4
% Limited English Proficient:	0	0	3	3	3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	12	12	13	1
Average Salary ($):	22,813	24,154	24,178	25,598	2,785
Average Experience:	8	9	9	8	0
% Advanced Degree:	39	36	25	23	-16
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN
District: BANNER
Address: Route 2, Box 121, El Reno 73036

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 6
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	60	54	46	-17
5th	50	56	59	62	12
7th	64	60	60	50	-14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	62	2
7th	56	50	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	88	4

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	96.2	95.5	96.2	1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	124	95	97	112	-12
% Free/Reduced Lunch:	25	33	38	33	8
% Minority:	3	2	2	4	1
% Special Education:	11	15	22	21	10
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	8	10	9	-3
Average Salary ($):	22,951	24,677	24,533	24,639	1,688
Average Experience:	7	11	7	6	-1
% Advanced Degree:	25	44	37	22	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN
District: DARLINGTON
Address: Route 3, Box 145-A, El Reno 73036

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	51	63	82	40
5th	51	63	55	54	3
7th	42	62	63	67	25

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	54	3
7th	63	67	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	94	59	-35

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
93.4	93.6	92.4	91.9	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	143	146	173	181	38
% Free/Reduced Lunch:	45	44	59	57	12
% Minority:	36	40	47	54	18
% Special Education:	10	10	12	7	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	10	10	10	11	1
Average Salary ($):	23,583	25,229	24,309	24,367	784
Average Experience:	7	10	11	6	-1
% Advanced Degree:	26	26	26	26	0
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN
District: MAPLE
Address: Route 1, Box 39, Calumet 73014

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	52	53	65	17
5th	74	67	75	59	-15
7th	74	*	76	76	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	59	7
7th	67	76	9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	83	42	-41

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.1	95.6	95.5	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	89	102	90	99	10
% Free/Reduced Lunch:	18	16	23	21	3
% Minority:	4	6	5	10	6
% Special Education:	10	9	3	8	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	8	7	7	7	-1
Average Salary ($):	21,844	21,616	22,408	24,248	2,404
Average Experience:	7	7	8	9	2
% Advanced Degree:	6	0	0	14	8
Class-size Penalty ($):	919	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER
District: ZANEIS
Address: Route 2, Box 37, Wilson 73463

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	42	68	60	16
5th	36	56	54	54	18
7th	57	40	39	66	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	54	12
7th	56	66	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	96.3	95.2	94.6	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	84	85	98	79	-5
% Free/Reduced Lunch:	58	57	56	69	11
% Minority:	0	0	0	14	14
% Special Education:	1	1	3	4	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	5	6	6	0
Average Salary ($):	20,702	21,541	24,761	24,460	3,758
Average Experience:	12	13	12	12	1
% Advanced Degree:	0	0	0	0	0
Class-size Penalty ($):	None	1,439	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE

District: KEYS

Address: HC 69, Box 151, Park Hill 74451

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	26
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	54	56	62	-1
5th	52	61	63	61	9
7th	58	62	61	69	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	61	7
7th	61	69	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	80	4

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	94.2	93.3	93.7	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	353	339	345	365	12
% Free/Reduced Lunch:	60	62	61	58	-2
% Minority:	53	43	58	56	3
% Special Education:	10	10	11	12	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	26	26	27	2
Average Salary ($):	23,595	23,440	25,034	26,992	3,397
Average Experience:	12	12	13	13	1
% Advanced Degree:	57	50	54	58	1
Class-size Penalty ($):	None	None	648	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: LOWREY
Address: HC-11, Box 190-1, Tahlequah 74464

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	64	81	74	12
5th	61	65	59	61	0
7th	66	62	71	65	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	61	-3
7th	65	65	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	20	-24

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	94.1	94.3	94.7	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	145	163	160	171	26
% Free/Reduced Lunch:	69	61	63	59	-10
% Minority:	55	66	67	72	17
% Special Education:	8	7	7	6	-2
% Limited English Proficient:	0	12	9	10	10

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	10	12	12	14	4
Average Salary ($):	18,688	20,277	22,257	23,450	4,762
Average Experience:	6	5	7	5	-1
% Advanced Degree:	26	29	32	36	10
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE

District: NORWOOD

Address: Route 1, Box 537, Hulbert 74441

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	70	72	76	9
5th	54	68	64	61	7
7th	66	67	64	71	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	70	61	-9
7th	65	71	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	96	12

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.9	97.0	97.2	96.1	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	164	179	184	181	17
% Free/Reduced Lunch:	100	93	91	92	-8
% Minority:	87	86	58	67	-20
% Special Education:	16	14	14	12	-4
% Limited English Proficient:	4	3	3	0	-4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	28	32	16	-10
Average Salary ($):	21,408	23,144	24,799	26,345	4,937
Average Experience:	7	8	5	9	2
% Advanced Degree:	30	32	39	44	14
Class-size Penalty ($):	1,114	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: LOST CITY
Address: P.O. Box 138, Hulbert 74441

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 2
# of Counselors: 0
# of Support Staff: 13
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	81	86	90	31
5th	62	83	75	79	17
7th	82	75	79	74	-8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	81	79	-2
7th	83	74	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	95	51	-44

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	95.0	97.1	97.8	1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	174	141	142	144	-30
% Free/Reduced Lunch:	97	100	62	61	-36
% Minority:	66	61	58	62	-4
% Special Education:	9	10	9	11	2
% Limited English Proficient:	59	30	44	53	-6

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	12	12	12	-3
Average Salary ($):	22,247	23,000	23,345	24,327	2,080
Average Experience:	14	13	15	13	-1
% Advanced Degree:	23	25	17	30	7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: WOODALL
Address: Route 5, Box 226, Tahlequah 74464

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	81	53	57	4
5th	68	73	56	67	-1
7th	62	71	*	50	-12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	81	67	-14
7th	73	50	-23

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	74	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.2	96.8	92.8	92.7	-3.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	247	271	277	303	56
% Free/Reduced Lunch:	75	68	81	74	-1
% Minority:	59	60	64	65	6
% Special Education:	8	7	9	8	0
% Limited English Proficient:	59	60	63	65	6

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	20	21	22	0
Average Salary ($):	24,051	25,451	26,910	27,916	3,865
Average Experience:	10	10	11	9	-1
% Advanced Degree:	58	50	45	41	-17
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: SHADY GROVE
Address: Route 2, Box 438, Hulbert 74441

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	46	27	61	4
5th	43	29	58	66	23
7th	49	63	55	61	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	66	20
7th	29	61	32

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	93	76	-17

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	96.0	96.0	95.2	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	152	148	167	161	9
% Free/Reduced Lunch:	90	92	95	98	8
% Minority:	59	63	70	73	14
% Special Education:	7	7	14	10	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	13	13	12	14	1
Average Salary ($):	21,251	22,244	23,136	24,807	3,556
Average Experience:	9	10	12	10	1
% Advanced Degree:	53	48	50	64	11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: PEGGS
Address: P.O. Box 49, Peggs 74452

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	17
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	77	71	75	64	-13
5th	60	46	74	57	-3
7th	47	69	73	56	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	57	-14
7th	46	56	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	59	-6

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	94.8	94.7	94.3	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	171	191	196	225	54
% Free/Reduced Lunch:	77	69	86	75	-2
% Minority:	56	50	52	47	-9
% Special Education:	12	10	11	9	-3
% Limited English Proficient:	0	63	52	52	52

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	14	12	15	1
Average Salary ($):	20,516	23,976	25,495	27,147	6,631
Average Experience:	9	10	12	10	1
% Advanced Degree:	41	37	33	21	-20
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE

District: GRAND VIEW

Address: Route 4, Box 195, Tahlequah 74464

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	58	58	68	13
5th	68	45	59	67	-1
7th	72	60	68	51	-21

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	67	9
7th	45	51	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	52	-21

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	95.0	95.1	94.1	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	313	291	291	319	6
% Free/Reduced Lunch:	83	90	79	73	-10
% Minority:	64	59	56	59	-5
% Special Education:	9	10	8	10	1
% Limited English Proficient:	0	0	0	32	32

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	22	22	22	2
Average Salary ($):	27,368	31,500	31,664	31,170	3,802
Average Experience:	16	16	16	14	-2
% Advanced Degree:	55	59	58	50	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE

District: BRIGGS

Address: Route 3, Box 656, Tahlequah 74464

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	34
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	87	66	56	-7
5th	53	79	61	57	4
7th	56	66	56	57	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	87	57	-30
7th	79	57	-22

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	88	13

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	93.4	93.0	93.0	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	253	302	359	363	110
% Free/Reduced Lunch:	80	67	74	74	-6
% Minority:	63	53	61	57	-6
% Special Education:	13	11	14	19	6
% Limited English Proficient:	0	13	13	9	9

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	16	18	28	11
Average Salary ($):	24,222	23,924	23,386	24,780	558
Average Experience:	15	16	14	10	-5
% Advanced Degree:	52	46	40	38	-14
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: TENKILLER
Address: Route 1, Box 750, Welling 74471

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	23
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	82	85	76	85	3
5th	79	75	80	75	-4
7th	76	80	74	76	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	85	75	-10
7th	75	76	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	84	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
92.8	94.3	93.9	93.5	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	192	190	183	192	0
% Free/Reduced Lunch:	78	79	79	75	-3
% Minority:	57	69	65	77	20
% Special Education:	14	14	15	8	-6
% Limited English Proficient:	21	32	26	63	42

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	13	13	13	17	4
Average Salary ($):	24,484	24,926	26,064	27,619	3,135
Average Experience:	16	15	16	12	-4
% Advanced Degree:	69	62	62	47	-22
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHOCTAW
District: GOODLAND
Address: HC 79, Box 72, Hugo 74743

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	62	58	51	-9
5th	86	*	53	51	-35
7th	75	60	75	60	-15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	51	-11
7th	*	60	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	54	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.2	97.1	97.3	97.8	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	79	71	77	75	-4
% Free/Reduced Lunch:	100	100	100	100	0
% Minority:	36	25	40	35	-1
% Special Education:	8	9	9	8	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	5	5	0
Average Salary ($):	25,800	27,249	28,062	26,195	395
Average Experience:	4	5	6	5	1
% Advanced Degree:	11	11	11	20	9
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHOCTAW
District: SWINK
Address: P.O. Box 73, Swink 74761

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	5
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	83	55	68	41	-42
5th	*	22	76	33	*
7th	*	*	*	17	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	33	-22
7th	22	17	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	54	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.7	98.3	97.2	98.3	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	64	63	70	67	3
% Free/Reduced Lunch:	64	65	85	90	26
% Minority:	0	0	14	12	12
% Special Education:	0	2	3	3	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	5	6	5	-1
Average Salary ($):	18,558	19,775	20,952	21,466	2,908
Average Experience:	4	4	3	2	-2
% Advanced Degree:	27	22	9	0	-27
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CIMARRON
District: PLAINVIEW
Address: Route 1, Box 71, Texhoma 73949

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	4
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	*	*	*
5th	*	*	*	*	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	97.1	97.2	96.1	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	26	23	23	32	6
% Free/Reduced Lunch:	46	51	35	25	-21
% Minority:	37	44	41	37	0
% Special Education:	4	4	0	0	-4
% Limited English Proficient:	19	0	0	0	-19

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	5	5	0
Average Salary ($):	18,684	20,047	22,218	23,793	5,109
Average Experience:	6	8	8	8	2
% Advanced Degree:	10	0	10	0	-10
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CLEVELAND
District: SCHWARTZ
Address: 12001 SE 104th St., OKC 73165

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	63	58	56	-3
5th	51	69	71	69	18
7th	67	66	53	68	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	69	6
7th	69	68	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	58	-15

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.4	95.0	95.1	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	257	264	283	296	39
% Free/Reduced Lunch:	23	22	23	22	-1
% Minority:	4	5	6	6	2
% Special Education:	14	14	12	15	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	14	17	19	7
Average Salary ($):	26,242	26,317	26,673	27,095	853
Average Experience:	11	10	9	8	-3
% Advanced Degree:	51	41	41	38	-13
Class-size Penalty ($):	5,996	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CLEVELAND
District: ROBIN HILL
Address: 4801 E. Franklin, Norman 73071

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	70	75	67	18
5th	59	70	64	79	20
7th	63	71	55	60	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	70	79	9
7th	70	60	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	65	-14

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	94.2	95.0	94.9	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	131	129	143	140	9
% Free/Reduced Lunch:	34	35	30	31	-3
% Minority:	2	0	5	2	0
% Special Education:	17	17	15	16	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	9	11	10	1
Average Salary ($):	19,487	19,905	22,123	24,247	4,760
Average Experience:	7	7	8	5	-2
% Advanced Degree:	17	11	9	9	-8
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COAL

District: COTTONWOOD

Address: P.O. Box 347, Coalgate 74538

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	26	38	58	60	34
5th	70	*	53	26	-44
7th	16	*	*	25	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	26	-12
7th	*	25	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	35	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.6	97.7	95.6	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	81	73	82	83	2
% Free/Reduced Lunch:	71	79	60	59	-12
% Minority:	37	36	33	29	-8
% Special Education:	14	15	16	16	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	6	6	5	0
Average Salary ($):	23,670	23,700	25,377	26,444	2,774
Average Experience:	16	15	16	17	3
% Advanced Degree:	78	82	82	80	2
Class-size Penalty ($):	1,210	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE

District: FLOWER MOUND

Address: 2901 S.E. Flower Mound Rd, Lawton 73501

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	68	64	58	5
5th	66	61	69	76	10
7th	*	74	70	84	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	76	8
7th	61	84	23

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	50	-25

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.6	97.3	96.5	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	126	149	150	146	20
% Free/Reduced Lunch:	49	42	36	37	-12
% Minority:	29	29	25	20	-9
% Special Education:	18	15	12	15	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	7	9	8	2
Average Salary ($):	26,065	28,884	25,086	24,736	-1,329
Average Experience:	11	10	8	7	-3
% Advanced Degree:	64	51	38	25	-39
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE
District: BISHOP
Address: Route 3, Box 14, Lawton 73501

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	35	40	41	-5
5th	60	55	44	56	-5
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	35	55	20
7th	55	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.6	94.9	95.2	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	161	170	189	234	73
% Free/Reduced Lunch:	79	75	78	63	-16
% Minority:	37	34	39	33	-4
% Special Education:	21	18	22	16	-5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	12	1
Average Salary ($):	24,978	29,707	28,023	28,360	3,382
Average Experience:	9	13	12	9	0
% Advanced Degree:	27	27	27	50	23
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE
District: STONY POINT
Address: Route 1, Box 2200, Elgin 73538

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 7
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	69	49	61	7
5th	*	67	50	*	*
7th	46	*	*	61	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	*	*
7th	67	61	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	35	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.5	94.2	93.9	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	58	68	64	58	0
% Free/Reduced Lunch:	74	64	86	95	21
% Minority:	42	39	36	53	11
% Special Education:	9	7	16	19	10
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	5	5	0
Average Salary ($):	23,619	22,230	22,963	24,156	537
Average Experience:	14	12	13	10	-3
% Advanced Degree:	0	0	0	2	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE
District: FAXON
Address: P.O. Box 95, Faxon 73540

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	72	74	74	67	-5
5th	66	50	65	68	2
7th	*	86	76	64	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	74	68	-6
7th	50	64	14

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	66	-13

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	96.4	97.4	94.0	-1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	54	64	67	68	14
% Free/Reduced Lunch:	55	47	47	45	-10
% Minority:	19	16	8	9	-10
% Special Education:	18	16	18	16	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	14	14	5	-10
Average Salary ($):	23,097	23,700	25,526	23,447	350
Average Experience:	8	6	6	8	1
% Advanced Degree:	21	20	21	6	-15
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK

District: MILFAY

Address: P.O. Box 219, Milfay 74046

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	53	45	25	-30
5th	*	45	*	76	*
7th	71	76	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	76	23
7th	45	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.5	98.3	97.9	97.9	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	75	70	62	70	-5
% Free/Reduced Lunch:	79	85	82	73	-6
% Minority:	8	7	6	3	-5
% Special Education:	11	12	16	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	7	6	6	0
Average Salary ($):	21,768	23,614	25,184	24,755	2,987
Average Experience:	9	8	10	7	-1
% Advanced Degree:	25	21	25	18	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: LONE STAR
Address: P.O. Box 1170, Sapulpa 74067

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	27
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	49	70	61	15
5th	57	59	64	61	4
7th	61	61	68	61	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	61	12
7th	59	61	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	55	-3

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	95.4	95.4	94.6	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	502	541	593	616	114
% Free/Reduced Lunch:	24	23	37	36	12
% Minority:	12	12	13	13	1
% Special Education:	14	12	12	15	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	31	31	33	35	4
Average Salary ($):	25,625	26,389	27,715	28,913	3,288
Average Experience:	13	14	14	11	-2
% Advanced Degree:	15	15	14	14	-1
Class-size Penalty ($):	None	None	10,177	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: GYPSY
Address: Route 1, Box 400, Depew 74028

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	51	70	27	-11
5th	55	44	49	70	15
7th	38	26	56	41	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	70	19
7th	44	41	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	52	-25

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
97.9	96.5	95.8	94.4	-3.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	112	119	115	90	-22
% Free/Reduced Lunch:	73	68	67	86	13
% Minority:	43	30	32	37	-6
% Special Education:	8	8	12	11	3
% Limited English Proficient:	10	8	9	0	-10

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	8	8	8	7	-1
Average Salary ($):	20,453	23,003	23,829	25,883	5,430
Average Experience:	6	8	9	8	3
% Advanced Degree:	27	27	27	31	4
Class-size Penalty ($):	391	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: PRETTY WATER
Address: 15223 West 81st St. S., Sapulpa 74066

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 10
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	63	60	67	1
5th	73	57	66	71	-2
7th	49	60	65	64	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	71	8
7th	57	64	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	66	-1

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	95.9	95.9	95.7	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	197	195	215	230	33
% Free/Reduced Lunch:	43	44	36	33	-10
% Minority:	10	6	18	13	3
% Special Education:	17	17	17	18	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	12	13	13	1
Average Salary ($):	21,202	25,847	25,751	26,455	5,253
Average Experience:	8	10	10	9	1
% Advanced Degree:	26	42	31	24	-2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: ALLEN-BOWDEN
Address: 7049 Frankoma Road, Tulsa 74131

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	18
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	49	57	63	12
5th	67	57	63	57	-10
7th	47	51	61	49	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	57	8
7th	57	49	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	39	-32

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	94.8	95.0	94.1	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	454	458	442	435	-19
% Free/Reduced Lunch:	34	34	36	37	3
% Minority:	10	9	12	11	1
% Special Education:	17	16	16	16	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	27	29	28	27	0
Average Salary ($):	23,896	25,318	25,229	26,046	2,150
Average Experience:	10	9	11	10	0
% Advanced Degree:	41	34	44	40	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE
District: CLEORA
Address: Route 1, Box 131, Afton 74331

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	79	89	84	95	16
5th	57	66	73	64	7
7th	58	*	72	69	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	89	64	-25
7th	66	69	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	65	-9

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	94.5	94.1	92.8	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	103	111	116	131	28
% Free/Reduced Lunch:	48	44	48	43	-5
% Minority:	43	41	39	38	-5
% Special Education:	10	8	10	7	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	8	8	9	9	1
Average Salary ($):	23,341	26,313	27,997	28,988	5,647
Average Experience:	11	11	11	11	1
% Advanced Degree:	40	38	33	33	-7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE

District: LEACH

Address: P.O. Box 211, Twin Oaks 74368

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	71	58	60	49	-22
5th	62	40	49	51	-11
7th	58	64	63	46	-12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	51	-7
7th	40	46	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	54	-21

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	95.5	95.0	95.8	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	112	121	118	117	5
% Free/Reduced Lunch:	81	75	89	90	9
% Minority:	52	45	68	66	14
% Special Education:	13	12	8	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	11	0
Average Salary ($):	21,550	22,886	24,418	25,577	4,027
Average Experience:	16	19	18	15	-1
% Advanced Degree:	41	41	40	44	3
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE
District: KENWOOD
Address: Route 1, Box 179, Salina 74365

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 23
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	21	57	67	37	16
5th	41	54	52	78	37
7th	33	49	65	37	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	78	21
7th	54	37	-17

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	83	43	-40

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
93.0	91.9	91.6	92.6	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	183	186	207	203	20
% Free/Reduced Lunch:	92	91	86	88	-4
% Minority:	86	90	87	88	2
% Special Education:	10	10	17	19	9
% Limited English Proficient:	75	49	33	88	13

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	18	18	17	-1
Average Salary ($):	25,653	28,339	29,178	28,602	2,949
Average Experience:	10	10	11	10	0
% Advanced Degree:	58	49	49	58	0
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE
District: MOSELEY
Address: Route 4, Box 88, Colcord 74338

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	68	74	71	25
5th	61	37	46	71	10
7th	56	43	50	40	-16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	71	3
7th	37	40	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	31	-17

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	96.8	96.2	95.6	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	195	195	219	230	35
% Free/Reduced Lunch:	50	50	58	55	5
% Minority:	23	32	30	17	-6
% Special Education:	11	11	10	12	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	16	13	16	2
Average Salary ($):	20,708	21,212	24,586	25,495	4,787
Average Experience:	9	12	15	12	3
% Advanced Degree:	22	26	24	25	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN
District: WHITEBEAD
Address: Route 3, Box 214, Pauls Valley 73075

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	26
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	79	68	68	0
5th	68	73	70	78	10
7th	71	67	63	68	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	79	78	-1
7th	73	68	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	54	-20

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	96.6	95.6	94.9	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	324	391	391	405	81
% Free/Reduced Lunch:	37	31	39	38	1
% Minority:	19	14	15	17	-2
% Special Education:	13	11	12	13	0
% Limited English Proficient:	2	3	3	4	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	23	26	26	3
Average Salary ($):	22,937	22,987	25,104	26,876	3,939
Average Experience:	8	9	8	9	2
% Advanced Degree:	26	28	23	31	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: FRIEND
Address: Route 3, Box 278, Chickasha 73018

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 8
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	66	58	67	-1
5th	84	70	76	66	-18
7th	73	78	82	76	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	66	0
7th	70	76	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	80	5

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.1	96.6	97.3	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	158	162	170	171	13
% Free/Reduced Lunch:	35	34	33	33	-2
% Minority:	1	5	7	4	3
% Special Education:	6	6	5	6	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	11	0
Average Salary ($):	21,930	22,126	24,241	25,293	3,363
Average Experience:	10	11	11	10	0
% Advanced Degree:	14	15	23	18	4
Class-size Penalty ($):	1,231	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: MIDDLEBERG
Address: Route 3, Box 82, Blanchard 73010

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	69	44	57	70	1
5th	42	55	72	33	-9
7th	57	66	45	56	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	33	-11
7th	55	56	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	23	37	14

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	95.0	94.6	93.4	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	117	130	123	129	12
% Free/Reduced Lunch:	69	62	74	71	2
% Minority:	0	0	0	0	0
% Special Education:	12	11	10	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	10	10	10	1
Average Salary ($):	19,842	20,299	21,078	23,501	3,659
Average Experience:	5	7	7	6	1
% Advanced Degree:	12	17	14	13	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: PIONEER
Address: Route 2, Box 143, Chickasha 73018

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	69	53	49	62	-7
5th	75	55	68	65	-10
7th	67	64	78	61	-6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	65	12
7th	55	61	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	54	-25

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.4	95.2	94.8	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	228	240	270	257	29
% Free/Reduced Lunch:	49	47	52	54	5
% Minority:	4	5	19	19	15
% Special Education:	18	18	14	13	-5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	15	16	18	3
Average Salary ($):	22,429	23,202	24,387	25,677	3,248
Average Experience:	6	8	8	7	1
% Advanced Degree:	20	27	25	22	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HASKELL
District: WHITEFIELD
Address: P.O. Box 188, Whitefield 74472

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	4
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	35	*	49	*
5th	*	56	*	48	*
7th	46	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	35	48	13
7th	56	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	94.6	93.8	92.6	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	81	73	64	71	-10
% Free/Reduced Lunch:	79	88	78	71	-8
% Minority:	49	52	56	53	4
% Special Education:	20	22	28	27	7
% Limited English Proficient:	0	0	0	0	0

Teache[illegible]nformation

	1990	1991	1992	1993	+/-
Number of Teachers:	6	7	7	6	0
Average Salary ($):	22,476	24,394	26,377	27,856	5,380
Average Experience:	13	16	17	16	2
% Advanced Degree:	31	31	31	33	2
Class-size Penalty ($):	1,592	626	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JACKSON
District: MARTHA
Address: P.O. Box 277, Martha 73556

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	4
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	60	57	*	*
5th	48	61	*	*	*
7th	*	*	*	62	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	*	*
7th	61	62	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	96.5	95.0	94.5	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	57	53	55	59	2
% Free/Reduced Lunch:	54	58	80	74	20
% Minority:	24	32	42	50	26
% Special Education:	7	8	7	5	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	6	6	5	-2
Average Salary ($):	20,753	22,183	24,229	25,020	4,267
Average Experience:	8	13	14	11	3
% Advanced Degree:	64	66	64	80	16
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JEFFERSON

District: TERRAL

Address: P.O. Box 340, Terral 73569

1992-93 District Characteristics

Number of Sites: 1

# of Administrators: 1

# of Counselors: 0

# of Support Staff: 9

# of School Board Positions: 3

Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	59	25	*	*
5th	53	52	*	48	-5
7th	*	*	67	53	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	48	-11
7th	52	53	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	69	13

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.2	95.2	95.2	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	74	78	76	87	13
% Free/Reduced Lunch:	54	52	69	60	6
% Minority:	35	35	32	28	-7
% Special Education:	3	3	8	10	7
% Limited English Proficient:	22	25	21	23	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	6	6	6	0
Average Salary ($):	21,168	23,083	25,896	25,870	4,702
Average Experience:	6	6	10	6	1
% Advanced Degree:	0	0	18	33	33
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JOHNSTON
District: MANNSVILLE
Address: P.O. Box 68, Mannsville 73447

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	45	53	59	11
5th	73	49	61	64	-9
7th	63	71	73	58	-5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	64	19
7th	49	58	9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	83	1

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	95.8	95.6	95.6	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	107	119	115	123	16
% Free/Reduced Lunch:	57	52	62	58	1
% Minority:	9	15	15	19	10
% Special Education:	11	10	10	17	6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	10	9	-2
Average Salary ($):	21,095	22,688	23,601	25,623	4,528
Average Experience:	12	13	14	14	3
% Advanced Degree:	24	24	21	22	-2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JOHNSTON
District: RAVIA
Address: P.O. Box 299, Ravia 73455

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	61	60	57	5
5th	41	47	53	51	10
7th	34	48	44	48	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	51	-10
7th	47	48	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	87	70	-17

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
92.8	94.2	95.2	94.7	1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	123	116	118	139	16
% Free/Reduced Lunch:	80	85	83	71	-9
% Minority:	16	17	22	20	4
% Special Education:	9	8	15	25	16
% Limited English Proficient:	2	3	0	0	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	9	11	12	3
Average Salary ($):	19,812	21,248	23,131	25,574	5,762
Average Experience:	9	10	8	8	-1
% Advanced Degree:	11	11	10	44	33
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: PECKHAM
Address: Route 1, Box 247, Newkirk 74647

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	5
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	*	66	45	5
5th	54	59	44	77	23
7th	*	*	*	63	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	77	*
7th	59	63	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	86	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.2	96.2	95.9	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	60	53	52	61	1
% Free/Reduced Lunch:	31	36	25	21	-10
% Minority:	0	0	0	0	0
% Special Education:	13	15	15	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	5	5	5	-1
Average Salary ($):	19,939	22,152	22,236	23,708	3,769
Average Experience:	12	14	10	9	-2
% Advanced Degree:	27	33	30	22	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: KILDARE
Address: Route 5, Box 1215, Kildare 74604

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	66	47	44	-23
5th	54	59	61	65	11
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	65	-1
7th	59	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	97.0	96.7	96.7	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	114	103	94	94	-20
% Free/Reduced Lunch:	32	36	36	36	4
% Minority:	6	10	11	16	10
% Special Education:	15	17	14	9	-6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	8	8	8	8	0
Average Salary ($):	21,535	21,554	22,997	24,299	2,764
Average Experience:	9	9	10	10	2
% Advanced Degree:	13	38	38	26	13
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: KAW CITY
Address: P.O. Box 150, Kaw City 74641

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	3
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	10	*	42	*
5th	*	54	*	57	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	10	57	47
7th	54	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
91.2	93.0	93.1	92.6	1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	40	39	30	45	5
% Free/Reduced Lunch:	55	56	54	36	-19
% Minority:	15	33	48	30	15
% Special Education:	5	5	3	9	4
% Limited English Proficient:	0	0	0	12	12

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	4	4	5	4	0
Average Salary ($):	21,463	22,527	23,612	25,333	3,870
Average Experience:	13	14	12	13	0
% Advanced Degree:	25	14	11	0	-25
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: SHADY POINT
Address: P.O. Drawer C, Shady Point 74956

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	71	71	66	19
5th	38	63	63	60	22
7th	46	49	43	56	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	60	-11
7th	63	56	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	52	-23

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	95.5	94.7	94.9	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	157	162	160	153	-4
% Free/Reduced Lunch:	68	66	63	66	-2
% Minority:	14	1	49	43	29
% Special Education:	13	13	11	14	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	12	12	1
Average Salary ($):	22,511	23,373	27,209	26,933	4,422
Average Experience:	10	12	13	11	1
% Advanced Degree:	23	29	26	25	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: MONROE
Address: P.O. Box 10, Monroe 74947

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	58	43	51	-7
5th	66	63	30	62	-4
7th	*	61	56	61	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	62	4
7th	63	61	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	51	46	-5

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
97.7	97.7	96.3	98.7	1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	124	111	122	132	8
% Free/Reduced Lunch:	55	62	74	68	13
% Minority:	0	0	10	13	13
% Special Education:	13	15	15	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	9	9	8	-1
Average Salary ($):	23,375	23,491	25,421	27,933	4,558
Average Experience:	12	12	13	10	-1
% Advanced Degree:	18	6	0	25	7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: HODGEN
Address: P.O. Box 69, Hodgen 74939

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 11
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	63	63	47	-23
5th	48	62	69	70	22
7th	52	50	56	54	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	70	7
7th	62	54	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	36	-28

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	96.2	95.5	95.1	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	170	174	152	152	-18
% Free/Reduced Lunch:	67	65	51	51	-16
% Minority:	43	49	54	54	11
% Special Education:	8	8	10	9	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	12	12	11	-1
Average Salary ($):	23,285	23,306	23,730	25,174	1,889
Average Experience:	9	10	9	8	-1
% Advanced Degree:	21	21	9	9	-12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: FANSHAWE
Address: P.O. Box 55, Fanshawe 74935

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	75	89	69	31
5th	41	63	84	64	23
7th	54	66	61	67	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	75	64	-11
7th	63	67	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	82	10

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
98.9	98.0	99.1	98.8	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	90	84	82	82	-8
% Free/Reduced Lunch:	64	69	67	67	3
% Minority:	60	58	0	26	-34
% Special Education:	12	13	19	22	10
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	6	6	5	-1
Average Salary ($):	22,732	24,250	25,283	26,208	3,476
Average Experience:	15	14	13	13	-1
% Advanced Degree:	46	30	27	22	-24
Class-size Penalty ($):	1,953	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: WHITE ROCK
Address: Route 2, Box 325, McLoud 74851

1992-93 District Characteristics

Number of Sites: 1

# of Administrators: 1

# of Counselors: 0

# of Support Staff: 7

# of School Board Positions: 3

Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	63	*	67	13
5th	54	47	47	62	8
7th	63	64	61	63	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	62	-1
7th	47	63	16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	58	-16

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.6	95.4	95.5	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	143	148	141	135	-8
% Free/Reduced Lunch:	59	57	63	66	7
% Minority:	6	12	5	15	9
% Special Education:	15	15	14	14	-1
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	9	9	9	0
Average Salary ($):	21,122	22,263	25,344	27,500	6,378
Average Experience:	9	10	11	11	2
% Advanced Degree:	33	33	44	44	11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: SPARKS
Address: P.O. Box 129, Sparks 74869

1992-93 District Characteristics

Number of Sites: 1

# of Administrators: 1

# of Counselors: 0

# of Support Staff: 7

# of School Board Positions: 3

Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	*	41	*	*
5th	27	61	33	*	*
7th	63	*	*	59	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	61	59	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	32	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	96.0	96.5	92.4	-4.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	79	79	63	70	-9
% Free/Reduced Lunch:	51	51	73	65	14
% Minority:	20	24	27	30	10
% Special Education:	20	20	26	17	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	7	6	5	0
Average Salary ($):	20,721	21,504	23,351	28,860	8,139
Average Experience:	9	10	11	14	4
% Advanced Degree:	28	23	22	22	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOGAN
District: LANGSTON
Address: 300 Martin Luther King, Langston 73050

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	4	*	17	*	*
5th	18	*	8	*	*
7th	*	*	39	36	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	36	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	30	76	46

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	96.2	95.2	89.2	-4.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	68	75	90	89	21
% Free/Reduced Lunch:	0	0	91	93	93
% Minority:	100	99	99	100	0
% Special Education:	19	17	11	14	-5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	7	8	7	0
Average Salary ($):	18,937	20,773	24,234	23,936	4,999
Average Experience:	2	3	4	5	3
% Advanced Degree:	0	0	13	46	46
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOVE

District: GREENVILLE

Address: Route 1, Box 440, Marietta 73448

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	61	41	67	12
5th	*	50	*	68	*
7th	*	53	*	64	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	68	7
7th	50	64	14

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	73	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.5	97.3	94.7	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	73	81	103	92	19
% Free/Reduced Lunch:	64	58	61	69	5
% Minority:	50	19	15	15	-35
% Special Education:	6	5	5	8	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	6	7	7	1
Average Salary ($):	22,661	23,202	26,629	24,951	2,290
Average Experience:	15	14	16	7	-8
% Advanced Degree:	17	17	38	15	-2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOVE
District: LEON
Address: P.O. Box 506, Leon 73441

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: [illegible]
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	36	*	*	*
5th	*	20	*	*	*
7th	*	31	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	36	*	*
7th	20	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.3	91.4	89.9	-5.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	48	53	34	34	-14
% Free/Reduced Lunch:	87	79	88	89	2
% Minority:	32	28	40	24	-8
% Special Education:	2	2	9	6	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	6	5	5	-1
Average Salary ($):	19,691	20,746	24,062	24,170	4,479
Average Experience:	8	8	9	11	4
% Advanced Degree:	9	9	20	20	11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: SPAVINAW
Address: P.O. Box 108, Spavinaw 74366

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 0
# of Counselors: 0
# of Support Staff: 17
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	32	49	49	59	27
5th	55	75	76	80	25
7th	44	59	60	56	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	80	31
7th	75	56	-19

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	68	7

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	93.5	93.8	92.2	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	147	149	154	178	31
% Free/Reduced Lunch:	100	100	88	77	-23
% Minority:	54	64	51	46	-8
% Special Education:	12	12	21	14	2
% Limited English Proficient:	100	64	51	46	-54

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	18	19	21	7
Average Salary ($):	20,902	22,607	24,140	25,397	4,495
Average Experience:	5	6	5	7	2
% Advanced Degree:	14	18	16	19	5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: WICKLIFFE
Address: Route 1, Box 130, Salina 74365

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	46	40	59	16
5th	31	47	65	65	34
7th	38	65	59	52	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	65	19
7th	47	52	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	74	-6

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	96.2	94.3	91.4	-3.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	137	133	125	142	5
% Free/Reduced Lunch:	83	86	90	79	-4
% Minority:	81	76	79	75	-6
% Special Education:	6	6	4	9	3
% Limited English Proficient:	81	26	34	56	-25

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	15	14	12	-3
Average Salary ($):	21,470	21,987	24,175	25,67[illegible]	4,206
Average Experience:	7	8	10	7	0
% Advanced Degree:	21	28	26	9	-12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: OSAGE
Address: P.O. Box 579, Pryor 74362

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	5
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	60	59	68	4
5th	70	77	62	67	-3
7th	63	54	66	68	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	67	7
7th	77	68	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	61	-16

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	96.0	95.6	95.9	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	125	116	125	133	8
% Free/Reduced Lunch:	19	21	21	20	1
% Minority:	31	30	24	41	10
% Special Education:	11	12	8	8	-3
% Limited English Proficient:	0	0	0	41	41

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	10	9	10	10	0
Average Salary ($):	21,438	23,216	24,166	24,985	3,547
Average Experience:	14	18	13	13	0
% Advanced Degree:	47	38	33	30	-17
Class-size Penalty ($):	None	2,044	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CLAIN

District: BYARS

Address: P.O. Box 8, Byars 74831

1992-93 District Characteristics

Number of Sites: 1

# of Administrators: 1

# of Counselors: 0

# of Support Staff: 4

# of School Board Positions: 3

Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	70	66	*
5th	*	*	51	*	*
7th	49	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	96.2	95.9	95.2	1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	50	45	48	52	2
% Free/Reduced Lunch:	74	83	77	72	-2
% Minority:	20	7	8	8	-12
% Special Education:	12	13	25	19	7
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	5	4	-1
Average Salary ($):	21,762	21,203	23,102	23,936	2,174
Average Experience:	12	7	8	7	-3
% Advanced Degree:	56	33	33	25	-31
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: FOREST GROVE
Address: P.O. Box 60, Garvin 74736

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	42	39	66	26
5th	64	45	41	35	-29
7th	56	*	71	72	16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	35	-7
7th	45	72	27

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	49	62	13

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.0	98.0	96.0	95.0	-3.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	147	149	131	132	-15
% Free/Reduced Lunch:	54	53	66	65	11
% Minority:	7	34	11	17	10
% Special Education:	14	13	16	11	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	13	17	11	-1
Average Salary ($):	19,109	19,948	24,654	23,425	4,316
Average Experience:	6	6	9	5	-1
% Advanced Degree:	26	23	27	18	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: LUKFATA
Address: P.O. Box 940, Broken Bow 74728

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	50	68	67	17
5th	66	72	69	62	-4
7th	75	74	70	68	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	62	12
7th	72	68	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	79	25

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	95.9	96.2	95.5	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	227	217	230	226	-1
% Free/Reduced Lunch:	48	50	50	51	3
% Minority:	27	24	26	31	4
% Special Education:	11	12	10	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	16	15	1
Average Salary ($):	23,000	23,719	24,829	27,146	4,146
Average Experience:	10	13	12	12	2
% Advanced Degree:	49	56	51	53	4
Class-size Penalty ($):	78	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: GLOVER
Address: Route 3, Box 385, Broken Bow 74728

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	69	67	74	22
5th	53	57	79	63	10
7th	65	61	50	54	-11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	63	-6
7th	57	54	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	50	-16

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.5	95.3	94.4	-1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	113	107	110	109	-4
% Free/Reduced Lunch:	80	85	77	78	-2
% Minority:	2	4	18	18	16
% Special Education:	11	11	15	10	-1
% Limited English Proficient:	0	4	0	99	99

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	14	9	9	-6
Average Salary ($):	19,955	21,539	23,057	25,029	5,074
Average Experience:	8	10	13	10	2
% Advanced Degree:	3	4	27	24	21
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: TOM
Address: Route 1, Box 434, Haworth 74740

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 6
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	65	*	60	13
5th	28	*	*	53	25
7th	10	40	66	53	43

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	65	53	-12
7th	*	53	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	81	55	-26

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
99.0	99.4	99.0	100	1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	81	69	79	73	-8
% Free/Reduced Lunch:	92	100	98	100	8
% Minority:	100	99	99	100	0
% Special Education:	11	13	18	15	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	12	12	9	-3
Average Salary ($):	19,837	21,416	23,331	25,096	5,259
Average Experience:	8	9	9	13	5
% Advanced Degree:	26	26	26	22	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: DENISON
Address: Route 4, Box 230, Idabel 74745

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	59	56	68	18
5th	58	50	55	63	5
7th	70	55	61	71	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	63	4
7th	50	71	21

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	73	13

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	97.6	97.9	95.4	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	178	188	201	212	34
% Free/Reduced Lunch:	43	41	40	38	-5
% Minority:	13	11	21	27	14
% Special Education:	10	9	10	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	14	14	14	0
Average Salary ($):	24,392	25,030	26,276	26,227	1,835
Average Experience:	16	17	18	16	0
% Advanced Degree:	46	46	44	44	-2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: WATSON
Address: P.O. Box 10, Watson 74963

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	*	61	*
5th	56	49	*	63	7
7th	64	64	69	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	63	*
7th	49	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	87	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	97.8	96.4	95.5	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	86	81	65	69	-17
% Free/Reduced Lunch:	83	88	71	66	-17
% Minority:	26	34	21	24	-2
% Special Education:	13	12	12	10	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	6	5	6	0
Average Salary ($):	21,887	23,854	25,167	26,784	4,897
Average Experience:	13	17	25	15	3
% Advanced Degree:	27	25	23	23	-4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: HOLLY CREEK
Address: Route 2, Box 260, Broken Bow 74728

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	20
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	31	46	40	61	30
5th	53	55	66	50	-3
7th	52	65	68	60	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	50	4
7th	55	60	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	34	-14

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	95.8	96.0	94.9	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	207	204	207	225	18
% Free/Reduced Lunch:	65	66	61	56	-9
% Minority:	10	15	11	11	1
% Special Education:	11	11	9	8	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	15	14	12	-4
Average Salary ($):	21,221	23,830	24,330	25,284	4,063
Average Experience:	8	9	9	10	2
% Advanced Degree:	29	30	25	24	-5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC INTOSH
District: RYAL
Address: Route 2, Box 427, Henryetta 74437

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	57	65	72	30
5th	52	34	60	74	22
7th	56	*	74	49	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	74	17
7th	34	49	15

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	50	-3

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	96.0	96.4	95.9	1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	96	90	83	90	-6
% Free/Reduced Lunch:	73	78	68	62	-11
% Minority:	83	71	72	74	-9
% Special Education:	8	9	7	10	2
% Limited English Proficient:	83	71	70	62	-21

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	8	9	10	9	1
Average Salary ($):	23,382	22,023	22,887	24,350	968
Average Experience:	8	10	8	8	1
% Advanced Degree:	13	12	11	11	-2
Class-size Penalty ($):	78	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC INTOSH
District: STIDHAM
Address: General Delivery, Stidham 74461

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	55	77	*	*
5th	47	59	71	*	*
7th	46	45	59	63	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	*	*
7th	59	63	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	95.8	94.9	95.2	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	91	106	105	99	8
% Free/Reduced Lunch:	76	65	82	87	11
% Minority:	54	52	56	46	-8
% Special Education:	8	7	17	17	9
% Limited English Proficient:	0	51	55	45	45

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	8	9	9	2
Average Salary ($):	24,202	24,876	26,145	27,494	3,292
Average Experience:	11	11	11	10	-1
% Advanced Degree:	34	38	53	47	13
Class-size Penalty ($):	None	229	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MURRAY
District: JOY
Address: Route 1, Box 57, Wynnewood 73098

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0

# of Support Staff: 4
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	63	*	*	*
5th	44	*	*	*	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	90.9	88.7	93.4	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	69	69	56	30	-39
% Free/Reduced Lunch:	64	64	53	99	35
% Minority:	7	21	14	17	10
% Special Education:	23	23	45	30	7
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	6	6	5	-2
Average Salary ($):	19,571	21,331	21,277	22,860	3,289
Average Experience:	6	7	4	5	-1
% Advanced Degree:	54	33	27	20	-34
Class-size Penalty ($):	1,446	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MURRAY
District: DOUGHERTY
Address: P.O. Box 10, Dougherty 73032

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	2
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	*	*	*
5th	*	*	*	*	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	97.2	96.3	95.4	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	31	34	37	25	-6
% Free/Reduced Lunch:	74	67	59	87	13
% Minority:	7	16	24	17	10
% Special Education:	7	6	0	0	-7
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	4	3	3	3	-1
Average Salary ($):	16,126	18,521	20,258	23,550	7,424
Average Experience:	2	3	3	2	0
% Advanced Degree:	14	17	15	0	-14
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: WAINWRIGHT
Address: P.O. Box 188, Wainwright 74468

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	72	53	64	11
5th	67	56	*	63	-4
7th	*	46	71	47	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	63	-9
7th	56	47	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	86	61	-25

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.4	96.1	95.6	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	103	105	119	129	26
% Free/Reduced Lunch:	44	43	51	47	3
% Minority:	30	42	15	21	-9
% Special Education:	24	24	30	25	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	7	8	8	1
Average Salary ($):	22,230	23,899	25,162	26,867	4,637
Average Experience:	10	11	10	10	1
% Advanced Degree:	15	18	12	13	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKFUSKEE
District: BEARDEN
Address: Route 2, Box 53, Okemah 74859

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	67	55	*	*
5th	*	62	61	65	*
7th	76	54	*	52	-24

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	65	-2
7th	62	52	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	25	-47

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	97.0	97.4	95.4	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	68	65	71	89	21
% Free/Reduced Lunch:	53	55	66	53	0
% Minority:	49	44	47	49	0
% Special Education:	3	3	7	7	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	6	6	6	0
Average Salary ($):	21,610	22,675	24,451	25,755	4,145
Average Experience:	15	15	17	14	1
% Advanced Degree:	27	25	42	36	9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: OAKDALE
Address: 10901 N. Sooner Road, Edmond 73013

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	67	66	80	21
5th	72	67	67	84	12
7th	86	74	70	74	-12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	84	17
7th	67	74	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	61	-10

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	96.3	97.4	96.9	1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	173	173	163	168	-5
% Free/Reduced Lunch:	16	16	13	13	-3
% Minority:	6	5	6	5	-1
% Special Education:	12	12	10	14	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	12	12	1
Average Salary ($):	24,276	25,394	25,747	26,910	2,634
Average Experience:	8	9	10	10	2
% Advanced Degree:	45	45	48	48	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: CRUTCHO
Address: 2401 N. Air Depot, Oklahoma City 73141

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	23	45	45	46	23
5th	21	33	43	55	34
7th	32	31	52	52	20

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	55	10
7th	33	52	19

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	33	-19

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	95.2	94.8	94.9	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	321	303	312	327	6
% Free/Reduced Lunch:	50	53	68	65	15
% Minority:	71	72	79	74	3
% Special Education:	15	16	18	22	7
% Limited English Proficient:	0	1	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	20	20	23	4
Average Salary ($):	25,919	25,001	25,555	25,430	-489
Average Experience:	9	7	9	6	-3
% Advanced Degree:	21	16	14	17	-4
Class-size Penalty ($):	781	None	562	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: LIBERTY
Address: Route 1, Box 68, Morris 74445

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	5
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	41	*	*	*
5th	*	65	47	46	*
7th	65	*	*	63	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	46	5
7th	65	63	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	53	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	97.6	96.5	95.4	-1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	46	65	66	69	23
% Free/Reduced Lunch:	50	35	41	39	-11
% Minority:	7	11	10	19	12
% Special Education:	9	6	11	10	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	5	4	-1
Average Salary ($):	22,603	23,273	24,964	26,045	3,442
Average Experience:	18	24	20	21	5
% Advanced Degree:	56	56	56	50	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: NUYAKA
Address: Route 4, Box 140, Okmulgee 74447

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	4
# of Administrators:	0	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	37	56	*	*
5th	49	*	67	62	13
7th	33	50	47	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	37	62	25
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	97.1	96.6	93.5	-2.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	68	74	67	56	-12
% Free/Reduced Lunch:	47	43	48	58	11
% Minority:	0	0	0	30	30
% Special Education:	7	7	9	9	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	4	5	5	0
Average Salary ($):	24,576	22,288	21,601	22,457	-2,119
Average Experience:	11	16	4	2	-8
% Advanced Degree:	11	11	0	0	-11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: TWIN HILLS
Address: Route 2, Box 226, Okmulgee 74447

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 14
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	57	46	58	18
5th	54	41	71	62	8
7th	53	66	61	42	-11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	62	5
7th	41	42	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	43	-35

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.8	98.4	98.3	98.0	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	160	165	163	185	25
% Free/Reduced Lunch:	62	60	65	57	-5
% Minority:	31	32	38	38	7
% Special Education:	5	5	9	19	14
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	11	0
Average Salary ($):	24,219	24,662	26,360	26,600	2,381
Average Experience:	15	18	14	10	-4
% Advanced Degree:	15	6	5	55	40
Class-size Penalty ($):	None	5,005	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: OSAGE HILLS
Address: Route 5, Box 416, Bartlesville 74003

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 1
# of Support Staff: 7
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	59	74	58	-1
5th	65	57	57	63	-2
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	63	4
7th	57	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.9	96.3	96.1	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	137	124	143	118	-19
% Free/Reduced Lunch:	14	15	24	29	15
% Minority:	20	17	14	35	15
% Special Education:	7	8	15	20	13
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	7	8	8	-1
Average Salary ($):	25,929	26,560	27,382	27,867	1,938
Average Experience:	13	13	13	13	1
% Advanced Degree:	12	14	13	13	1
Class-size Penalty ($):	2,383	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: BOWRING
Address: P.O. Box 668, Bowring 74009

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	38	53	57	-1
5th	*	69	53	67	*
7th	*	65	*	65	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	67	29
7th	69	65	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	68	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.1	96.4	93.8	-1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	74	74	97	104	30
% Free/Reduced Lunch:	53	53	57	53	0
% Minority:	51	53	26	48	-3
% Special Education:	26	26	27	29	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	7	7	8	1
Average Salary ($):	19,315	20,992	22,173	23,586	4,271
Average Experience:	8	10	10	7	0
% Advanced Degree:	0	3	0	0	0
Class-size Penalty ($):	235	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: BURBANK
Address: P.O. Box 148, Burbank 74633

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0

# of Support Staff: 4
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	33	*	57	63	30
5th	*	*	56	*	*
7th	*	69	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
92.6	93.6	94.2	93.4	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	61	62	60	57	-4
% Free/Reduced Lunch:	47	47	68	73	26
% Minority:	5	16	25	44	39
% Special Education:	10	10	10	18	8
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	6	5	0
Average Salary ($):	19,847	20,566	22,355	23,909	4,062
Average Experience:	10	8	9	8	-1
% Advanced Degree:	0	0	0	20	20
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: AVANT
Address: P.O. Box 8, Avant 74001

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	29	48	29	-25
5th	41	33	*	53	12
7th	55	44	36	43	-12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	29	53	24
7th	33	43	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	53	-8

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
92.1	92.3	93.3	91.9	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	106	123	114	143	37
% Free/Reduced Lunch:	33	29	41	33	0
% Minority:	61	49	64	69	8
% Special Education:	28	24	15	27	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	10	11	6	5	-5
Average Salary ($):	18,338	21,049	24,792	23,837	5,499
Average Experience:	7	5	10	10	3
% Advanced Degree:	0	11	0	0	0
Class-size Penalty ($):	2,579	751	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990. through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: ANDERSON
Address: Route 5, Box 161, Sand Springs 74063

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	64	53	60	11
5th	66	67	51	72	6
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	72	8
7th	67	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.1	95.7	94.9	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	220	227	243	245	25
% Free/Reduced Lunch:	26	26	43	42	16
% Minority:	15	12	26	22	7
% Special Education:	14	13	14	13	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	15	15	1
Average Salary ($):	21,157	23,352	25,190	26,902	5,745
Average Experience:	9	10	9	10	1
% Advanced Degree:	29	24	21	20	-9
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: MC CORD
Address: 99 Sherwin Avenue, Ponca City 74604

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	71	62	58	70	-1
5th	69	61	67	62	-7
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	62	0
7th	61	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	96.1	95.7	94.0	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	310	309	303	266	-44
% Free/Reduced Lunch:	27	27	32	37	10
% Minority:	7	6	6	8	1
% Special Education:	25	25	19	19	-6
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	20	18	-2
Average Salary ($):	23,575	26,518	27,916	28,916	5,341
Average Experience:	11	11	11	11	0
% Advanced Degree:	15	15	15	17	2
Class-size Penalty ($):	None	813	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA
District: TURKEY FORD
Address: Route 1, Box 142, Wyandotte 74370

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	41	44	46	32	-9
5th	50	*	44	37	-13
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	37	-7
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.8	95.2	95.2	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	75	82	80	79	4
% Free/Reduced Lunch:	56	51	61	62	6
% Minority:	26	32	26	31	5
% Special Education:	4	4	11	10	6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	6	6	1
Average Salary ($):	20,454	22,705	24,697	25,822	5,368
Average Experience:	8	8	8	7	0
% Advanced Degree:	33	29	27	35	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAWNEE
District: JENNINGS
Address: P.O. Drawer 439, Jennings 74038

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	0	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	40	37	50	-10
5th	61	51	43	65	4
7th	68	54	55	61	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	40	65	25
7th	51	61	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	59	-16

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
93.3	92.9	93.7	94.0	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	143	147	139	136	-7
% Free/Reduced Lunch:	62	60	57	58	-4
% Minority:	44	14	15	34	-10
% Special Education:	20	19	20	21	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	9	10	10	1
Average Salary ($):	19,652	21,074	22,926	23,539	3,887
Average Experience:	9	15	15	7	-2
% Advanced Degree:	35	26	23	17	-18
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAYNE
District: OAK GROVE
Address: Route 2, Route 1500, Cushing 74023

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	5
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	51	63	59	16
5th	50	61	67	73	23
7th	49	63	51	63	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	73	22
7th	61	63	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	75	9

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.2	96.3	95.3	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	115	106	115	119	4
% Free/Reduced Lunch:	34	37	43	41	7
% Minority:	5	6	8	13	8
% Special Education:	13	14	13	10	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	7	7	6	0
Average Salary ($):	26,497	27,994	31,309	30,016	3,519
Average Experience:	7	10	11	9	3
% Advanced Degree:	46	54	54	50	4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: KREBS
Address: P.O. Box 67, Krebs 74554

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	60	72	63	13
5th	38	46	60	58	20
7th	44	55	50	56	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	58	-2
7th	46	56	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	57	2

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
96.8	96.8	96.6	96.6	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	433	439	409	431	-2
% Free/Reduced Lunch:	37	36	44	42	5
% Minority:	25	26	25	22	-3
% Special Education:	15	15	18	20	5
% Limited English Proficient:	1	0	1	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	26	28	29	5
Average Salary ($):	24,177	25,102	26,806	29,166	4,989
Average Experience:	13	13	14	14	1
% Advanced Degree:	67	66	61	66	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: FRINK-CHAMBERS
Address: Route 3, Box 262, McAlester 74501

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	60	56	63	-4
5th	60	67	67	74	14
7th	61	68	68	71	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	74	14
7th	67	71	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	73	-4

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	97.7	97.1	96.3	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	247	258	291	306	59
% Free/Reduced Lunch:	33	31	38	36	3
% Minority:	14	11	9	7	-7
% Special Education:	8	8	18	18	10
% Limited English Proficient:	100	0	0	0	-100

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	17	18	20	2
Average Salary ($):	21,047	23,574	25,245	26,992	5,945
Average Experience:	10	13	13	12	2
% Advanced Degree:	62	65	67	60	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: TANNEHILL
Address: Route 1, Box 75, McAlester 74501

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 9
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	52	79	70	23
5th	60	50	46	43	-17
7th	*	73	68	71	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	43	-9
7th	50	71	21

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	71	*

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
92.7	92.4	95.9	94.1	1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	119	118	116	115	-4
% Free/Reduced Lunch:	60	60	63	64	4
% Minority:	25	31	31	28	3
% Special Education:	44	44	34	26	-18
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	9	10	9	0
Average Salary ($):	20,118	23,178	24,051	23,260	3,142
Average Experience:	6	9	6	4	-1
% Advanced Degree:	6	9	5	0	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: HAYWOOD
Address: HCR Box 36, Haywood 74548

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	53	75	73	10
5th	55	55	59	68	13
7th	60	53	49	54	-6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	68	15
7th	55	54	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	44	-15

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
98.0	97.6	96.4	95.9	-2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	145	152	153	155	10
% Free/Reduced Lunch:	56	53	59	59	3
% Minority:	16	19	14	15	-1
% Special Education:	15	15	10	11	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	10	10	11	11	1
Average Salary ($):	22,420	24,135	24,979	26,110	3,690
Average Experience:	10	11	10	9	-1
% Advanced Degree:	70	70	47	33	-37
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: PICKETT-CENTER
Address: P.O. Box 1363, Ada 74821

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0

# of Support Staff: 12
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	64	36	60	18
5th	61	50	61	82	21
7th	*	54	65	53	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	82	18
7th	50	53	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	43	-30

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	92.5	93.5	92.2	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	135	132	150	145	10
% Free/Reduced Lunch:	58	59	63	66	8
% Minority:	25	31	34	34	9
% Special Education:	10	11	6	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	12	1
Average Salary ($):	21,589	22,925	25,925	25,849	4,260
Average Experience:	11	6	7	7	-3
% Advanced Degree:	43	31	23	78	35
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: N ROCK CREEK
Address: 42400 Garrett's Lake Rd., Shawnee 74801

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	27
# of Administrators:	2	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	55	67	60	3
5th	65	60	55	60	-5
7th	66	67	71	62	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	60	5
7th	60	62	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	81	8

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	95.0	95.3	94.5	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	371	392	407	406	35
% Free/Reduced Lunch:	39	37	41	41	2
% Minority:	32	30	31	40	8
% Special Education:	14	13	11	13	-1
% Limited English Proficient:	9	13	12	19	10

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	27	29	28	3
Average Salary ($):	24,199	28,137	30,407	30,415	6,216
Average Experience:	10	10	11	11	1
% Advanced Degree:	46	46	42	39	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: GROVE
Address: 2800 N. Bryan, Shawnee 74801

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	1	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	72	72	67	68	-4
5th	70	79	78	77	7
7th	77	76	68	84	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	77	5
7th	79	84	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	69	-6

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.5	96.2	96.4	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	363	378	369	356	-7
% Free/Reduced Lunch:	4	4	7	7	3
% Minority:	10	7	7	5	-5
% Special Education:	6	5	8	7	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	21	22	22	-1
Average Salary ($):	24,410	25,505	26,864	27,718	3,308
Average Experience:	8	9	8	9	1
% Advanced Degree:	60	61	50	50	-10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: PLEASANT GROVE
Address: 1927 E. Walnut, Shawnee 74801

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 24
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	37	28	56	21
5th	27	75	51	52	25
7th	36	50	53	46	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	37	52	15
7th	75	46	-29

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	58	4

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	94.0	93.8	94.5	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	203	208	219	207	4
% Free/Reduced Lunch:	79	77	88	93	14
% Minority:	53	59	70	65	12
% Special Education:	7	7	12	11	4
% Limited English Proficient:	0	0	19	20	20

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	13	13	13	-1
Average Salary ($):	20,518	23,686	27,311	27,281	6,763
Average Experience:	7	10	11	8	1
% Advanced Degree:	48	51	45	49	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: S ROCK CREEK
Address: 17800 Rock Creek Road, Shawnee 74801

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	67	65	69	5
5th	72	59	54	68	-4
7th	57	74	70	64	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	68	1
7th	59	64	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	75	-7

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.2	96.1	95.8	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	316	335	321	321	5
% Free/Reduced Lunch:	18	17	18	18	0
% Minority:	4	10	8	7	3
% Special Education:	9	8	8	8	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	19	19	20	3
Average Salary ($):	28,207	28,300	30,029	30,316	2,109
Average Experience:	11	11	12	11	0
% Advanced Degree:	41	26	29	38	-3
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: ST LOUIS
Address: P.O. Box 119, St. Louis 74866

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 4
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	13	*	*	*
5th	65	59	*	*	*
7th	53	*	35	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	13	*	*
7th	59	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.1	96.0	96.3	93.0	-4.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	47	44	35	35	-12
% Free/Reduced Lunch:	53	57	68	69	16
% Minority:	13	10	12	19	6
% Special Education:	11	11	6	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	6	5	4	-3
Average Salary ($):	19,001	20,605	21,874	24,119	5,118
Average Experience:	9	11	7	3	-6
% Advanced Degree:	0	5	11	0	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PUSHMATAHA
District: ALBION
Address: P.O. Box 189, Albion 74521

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	23	*	79	34
5th	39	51	62	62	23
7th	55	*	*	74	19

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	23	62	39
7th	51	74	23

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	35	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	95.9	94.8	92.6	-3.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	79	86	67	86	7
% Free/Reduced Lunch:	80	73	87	67	-13
% Minority:	30	28	33	40	10
% Special Education:	14	13	11	9	-5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	5	7	7	1
Average Salary ($):	19,243	19,249	21,895	22,627	3,384
Average Experience:	8	8	6	5	-3
% Advanced Degree:	9	9	8	10	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PUSHMATAHA
District: TUSKAHOMA
Address: P.O. Box 97, Tuskahoma 74574

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	26	60	68	25
5th	16	27	45	58	42
7th	36	51	34	36	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	26	58	32
7th	27	36	9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	70	14

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	95.4	95.4	93.9	-1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	78	81	93	99	21
% Free/Reduced Lunch:	89	87	95	90	1
% Minority:	43	48	44	46	3
% Special Education:	1	1	5	12	11
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	7	7	7	1
Average Salary ($):	19,234	22,363	21,629	23,916	4,682
Average Experience:	7	11	7	8	2
% Advanced Degree:	27	50	14	14	-13
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PUSHMATAHA
District: NASHOBA
Address: P.O. Box 17, Nashoba 74558

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	46	47	*
5th	69	*	*	*	*
7th	*	*	*	70	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	70	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	26	-20

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	93.6	93.7	99.6	4.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	54	51	76	93	39
% Free/Reduced Lunch:	86	92	81	66	-20
% Minority:	39	27	46	37	-2
% Special Education:	13	14	4	8	-5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	5	5	0
Average Salary ($):	20,244	21,372	20,920	23,619	3,375
Average Experience:	6	11	4	4	-2
% Advanced Degree:	0	0	20	36	36
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PUSHMATAHA
District: MOYERS
Address: P.O. Box 88, Moyers 74557

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	54	71	41	-13
5th	62	62	55	87	25
7th	74	77	*	70	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	87	33
7th	62	70	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	50	*

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
98.1	98.4	98.5	93.5	-4.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	92	109	151	175	83
% Free/Reduced Lunch:	73	61	71	62	-11
% Minority:	30	18	24	37	7
% Special Education:	14	12	10	13	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	6	7	6	9	3
Average Salary ($):	22,672	22,996	22,369	24,251	1,579
Average Experience:	12	9	8	9	-3
% Advanced Degree:	26	23	17	22	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS

District: JUSTUS

Address: P.O. Box 864, Claremore 74018

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	52	55	54	-10
5th	55	56	69	65	10
7th	70	72	68	67	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	65	13
7th	56	67	11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	72	16

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	96.3	96.6	96.1	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	222	222	246	250	28
% Free/Reduced Lunch:	11	11	17	17	6
% Minority:	19	24	25	70	51
% Special Education:	15	15	12	14	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	13	13	13	1
Average Salary ($):	21,407	23,136	24,661	26,876	5,469
Average Experience:	10	11	12	12	2
% Advanced Degree:	20	20	20	16	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS

District: TIAWAH

Address: Route 7, Box 256, Claremore 74017

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	31	79	48	31	0
5th	33	55	70	*	*
7th	40	79	53	48	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	79	*	*
7th	55	48	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	49	-21

*** indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	96.3	96.2	94.2	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	102	90	93	85	-17
% Free/Reduced Lunch:	42	48	49	53	11
% Minority:	24	41	40	35	11
% Special Education:	21	23	23	26	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	6	7	5	0
Average Salary ($):	20,858	28,297	25,390	25,189	4,331
Average Experience:	10	15	13	6	-4
% Advanced Degree:	40	70	39	40	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: JUSTICE
Address: Route 1, Box 246, Wewoka 74884

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	23	45	40	66	43
5th	26	*	63	66	40
7th	16	*	79	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	66	21
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	*	*

*** Indicates 5 or fewer students tested or score not applicable**

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	94.0	94.3	91.7	-2.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	110	101	102	110	0
% Free/Reduced Lunch:	97	100	93	87	-10
% Minority:	81	84	76	78	-3
% Special Education:	12	13	11	12	0
% Limited English Proficient:	0	0	0	56	56

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	12	13	13	2
Average Salary ($):	21,452	23,573	24,298	24,861	3,409
Average Experience:	10	12	11	8	-1
% Advanced Degree:	33	39	35	35	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: LIBERTY
Address: Route 2, Box 78-2, Muldrow 74948

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	46	50	52	9
5th	45	44	40	45	0
7th	50	54	61	60	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	45	-1
7th	44	60	16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	51	72	21

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	96.5	95.9	95.0	-1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	260	235	234	241	-19
% Free/Reduced Lunch:	65	72	59	57	-8
% Minority:	0	0	0	0	0
% Special Education:	25	28	21	19	-6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	18	17	17	0
Average Salary ($):	24,589	24,861	26,346	25,661	1,072
Average Experience:	9	10	10	10	1
% Advanced Degree:	12	11	15	18	6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: MARBLE CITY
Address: P.O. Box 10, Marble City 74945

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	69	66	70	*	*
5th	34	*	79	77	43
7th	59	*	65	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	77	11
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	96.0	96.4	98.0	2.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	156	153	153	155	-1
% Free/Reduced Lunch:	84	86	78	77	-7
% Minority:	71	100	74	91	20
% Special Education:	22	23	38	24	2
% Limited English Proficient:	51	88	57	54	3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	13	15	15	1
Average Salary ($):	23,533	25,262	27,110	28,045	4,512
Average Experience:	11	12	13	13	2
% Advanced Degree:	18	19	31	35	17
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: BRUSHY
Address: P.O. Box 507, Sallisaw 74955

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	50	48	49	0
5th	50	72	63	59	9
7th	46	46	49	68	22

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	59	9
7th	72	68	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	83	60	-23

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	94.6	94.2	92.1	-4.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	151	177	195	208	57
% Free/Reduced Lunch:	75	64	85	79	4
% Minority:	40	30	45	35	-5
% Special Education:	9	7	9	13	4
% Limited English Proficient:	0	0	0	35	35

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	10	12	13	13	3
Average Salary ($):	22,784	23,466	24,993	25,714	2,930
Average Experience:	11	10	13	8	-3
% Advanced Degree:	0	0	12	12	12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: BELFONTE
Address: Route 3, Box 282, Muldrow 74948

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	56	41	63	16
5th	*	45	48	*	*
7th	44	65	71	61	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	*	*
7th	45	61	16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	52	-25

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.4	97.9	98.0	98.0	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	158	160	164	158	0
% Free/Reduced Lunch:	61	61	66	68	7
% Minority:	58	52	51	57	-1
% Special Education:	20	19	29	29	9
% Limited English Proficient:	42	41	36	49	7

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	14	13	13	-1
Average Salary ($):	23,887	24,846	25,714	27,058	3,171
Average Experience:	12	13	10	11	0
% Advanced Degree:	22	22	16	15	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: MOFFETT
Address: P.O. Box 180, Moffett 74946

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	*	66	63	2
5th	*	*	49	60	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	60	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.1	98.9	99.1	98.6	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	115	126	123	142	27
% Free/Reduced Lunch:	81	74	85	73	-8
% Minority:	42	48	37	45	3
% Special Education:	50	45	38	45	-5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	9	10	10	10	1
Average Salary ($):	21,731	23,851	26,845	26,796	5,065
Average Experience:	10	9	10	8	-2
% Advanced Degree:	22	20	20	20	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: GUM SPRINGS
Address: Route 1, Box 129T, Gore 74435

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	55	64	52	-23
5th	57	74	66	70	13
7th	71	*	70	67	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	70	15
7th	74	67	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	86	25

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.7	94.4	95.2	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	114	97	114	106	-8
% Free/Reduced Lunch:	89	100	83	89	0
% Minority:	48	52	67	78	30
% Special Education:	15	17	12	12	-3
% Limited English Proficient:	0	0	0	33	33

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	12	13	11	0
Average Salary ($):	21,491	22,683	24,227	25,750	4,259
Average Experience:	7	7	8	8	1
% Advanced Degree:	14	9	8	9	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: GRANDVIEW
Address: Route 1, Box 105, Comanche 73529

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	5
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	17	48	45	-21
5th	41	*	*	*	*
7th	61	60	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	17	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	49	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	94.7	95.4	94.3	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	66	74	61	62	-4
% Free/Reduced Lunch:	60	54	63	62	2
% Minority:	12	16	13	11	-1
% Special Education:	27	24	13	13	-14
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	6	6	6	-1
Average Salary ($):	18,519	19,023	21,421	22,871	4,352
Average Experience:	6	4	6	6	0
% Advanced Degree:	23	9	27	17	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS
District: OPTIMA
Address: P.O. Box 68, Optima 73948

1992-93 District Characteristics

Number of Sites: 1
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 6
# of School Board Positions: 3
Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	73	*	*	*	*
5th	*	*	*	83	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	83	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	96.2	96.3	95.5	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	27	31	30	34	7
% Free/Reduced Lunch:	78	68	66	59	-19
% Minority:	0	0	10	12	12
% Special Education:	4	0	0	0	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	3	4	4	3	0
Average Salary ($):	28,566	25,622	26,923	26,505	-2,061
Average Experience:	19	13	13	15	-4
% Advanced Degree:	50	43	43	33	-17
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS
District: STRAIGHT
Address: Route 1, Box 89, Guymon 73942

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	4
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	*	*	64	*
5th	*	*	*	*	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	95.6	97.4	96.0	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	41	37	34	32	-9
% Free/Reduced Lunch:	36	41	42	44	8
% Minority:	14	17	16	17	3
% Special Education:	31	33	9	10	-21
% Limited English Proficient:	7	0	100	17	10

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	7	7	7	6	-1
Average Salary ($):	24,366	26,082	26,553	25,977	1,611
Average Experience:	13	14	15	16	4
% Advanced Degree:	0	0	8	0	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TILLMAN
District: WEAVER
Address: Route 2, Box 24, Frederick 73542

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	3
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	74	*	*	*	*
5th	*	*	*	*	*
7th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
98.6	98.1	95.1	95.5	-3.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	47	39	28	25	-22
% Free/Reduced Lunch:	40	49	68	75	35
% Minority:	30	41	37	44	14
% Special Education:	2	3	0	0	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	5	5	4	-1
Average Salary ($):	17,364	18,879	21,785	23,234	5,870
Average Experience:	4	4	5	5	1
% Advanced Degree:	0	0	11	0	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TILLMAN
District: MANITOU
Address: P.O. Box 38, Manitou 73555

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	5
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	71	*	*	*
5th	34	61	41	*	*
7th	56	*	*	55	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	*	*
7th	61	55	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	77	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.5	94.8	93.6	-1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	62	56	45	47	-15
% Free/Reduced Lunch:	78	86	84	81	3
% Minority:	14	13	18	13	-1
% Special Education:	7	7	9	8	1
% Limited English Proficient:	0	8	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	5	6	6	5	0
Average Salary ($):	20,520	22,007	23,940	24,430	3,910
Average Experience:	9	9	10	10	0
% Advanced Degree:	28	27	27	20	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: KEYSTONE
Address: Route 3, Box 900, Sand Springs 74063

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	25
# of Administrators:	1	# of School Board Positions:	3
# of Counselors:	0	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	54	67	70	14
5th	61	48	66	66	5
7th	47	46	58	55	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	66	12
7th	48	55	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	26	-32

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	94.3	94.6	94.5	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	415	420	452	442	27
% Free/Reduced Lunch:	37	37	43	44	7
% Minority:	1	2	3	6	5
% Special Education:	14	14	15	15	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	27	28	32	34	7
Average Salary ($):	22,833	24,237	25,361	26,030	3,197
Average Experience:	9	9	9	10	2
% Advanced Degree:	32	34	32	33	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA

District: MINGO

Address: 4588 N. Mingo Road, Tulsa 74116

1992-93 District Characteristics

Number of Sites: 1

# of Administrators: 2

# of Counselors: 0

# of Support Staff: 6

# of School Board Positions: 3

Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	66	47	65	18
5th	38	50	54	56	18
7th	28	56	52	63	35

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	56	-10
7th	50	63	13

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	55	-17

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.2	94.6	94.6	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	143	170	152	126	-17
% Free/Reduced Lunch:	41	35	32	38	-3
% Minority:	5	6	8	7	2
% Special Education:	25	21	24	25	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	11	0
Average Salary ($):	22,287	23,276	26,544	28,067	5,780
Average Experience:	10	11	12	13	3
% Advanced Degree:	27	36	36	36	9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA

District: LEONARD

Address: P.O. Box 37, Leonard 74043

1992-93 District Characteristics

Number of Sites: 1

# of Administrators: 1

# of Counselors: 0

# of Support Staff: 6

# of School Board Positions: 3

Length of Board Member Term: 3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	34	84	57	68	34
5th	79	59	75	*	*
7th	66	59	*	66	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	84	*	*
7th	59	66	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	57	*

* indicates 5 or fewer students tested or score not applicable

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	94.5	94.8	93.9	-1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	110	105	105	115	5
% Free/Reduced Lunch:	32	33	46	42	10
% Minority:	12	13	7	7	-5
% Special Education:	12	12	24	20	8
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	30	9	9	-21
Average Salary ($):	21,686	22,625	23,198	26,412	4,726
Average Experience:	7	8	10	10	3
% Advanced Degree:	52	45	16	11	-41
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Historical Indicators Report

Independent Districts

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: WATTS
Address: P.O. Box 10, Watts 74964

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 24
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	55	53	62	20
5th	56	50	63	75	19
7th	36	48	52	51	15
9th	48	44	45	47	-1
11th	40	29	45	41	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	75	20
7th	50	51	1
9th	48	47	-1
11th	44	41	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	81	46	-35
10th	81	53	-28

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.6	5.2	10.5	4.3	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	93.6	94.5	94.5	0.1

Average Composite ACT

1991	1992	1993	+/-
16.8	16.7	16.5	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	338	337	327	354	16
% Free/Reduced Lunch:	66	66	67	62	-4
% Minority:	25	51	43	42	17
% Special Education:	13	13	12	10	-3
% Limited English Proficient:	0	0	8	7	7

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	25	24	23	0
Average Salary ($):	21,351	22,184	24,311	26,010	4,659
Average Experience:	9	11	11	9	0
% Advanced Degree:	35	35	35	27	-8
Class-size Penalty ($):	2,423	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: WESTVILLE
Address: P.O. Box 410, Westville 74965

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	61
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	39	51	50	7
5th	57	55	53	53	-4
7th	45	54	59	55	10
9th	55	47	51	59	4
11th	42	45	46	50	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	39	53	14
7th	55	55	0
9th	54	59	5
11th	47	50	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	52	-3
10th	41	40	-1

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
7.0	3.1	7.3	6.3	-0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.9	94.4	94.4	-0.1

Average Composite ACT

1991	1992	1993	+/-
18.7	19.6	18.6	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	935	910	955	1,002	67
% Free/Reduced Lunch:	51	52	63	59	8
% Minority:	53	55	49	56	3
% Special Education:	17	18	16	13	-4
% Limited English Proficient:	0	1	0	38	38

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	62	65	67	65	3
Average Salary ($):	22,090	23,385	25,359	26,365	4,275
Average Experience:	13	18	20	11	-2
% Advanced Degree:	42	40	40	34	-8
Class-size Penalty ($):	None	None	3,392	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: STILWELL
Address: 1801 West Locust, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	69
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	57	56	61	8
5th	56	59	74	72	16
7th	47	48	62	65	18
9th	45	48	52	54	9
11th	42	47	45	51	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	72	15
7th	59	65	6
9th	48	54	6
11th	48	51	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	72	1
10th	51	47	-4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.2	2.6	5.5	2.9	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.3	93.8	93.2	-1.8

Average Composite ACT

1991	1992	1993	+/-
18.3	18.2	17.8	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,344	1,450	1,432	1,438	94
% Free/Reduced Lunch:	70	65	71	70	0
% Minority:	59	60	61	64	5
% Special Education:	15	14	19	19	4
% Limited English Proficient:	25	51	54	64	39

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	85	93	96	96	11
Average Salary ($):	25,464	27,231	29,942	29,934	4,470
Average Experience:	13	13	13	12	-1
% Advanced Degree:	54	50	49	48	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ADAIR
District: CAVE SPRINGS
Address: Route 1, Box 1555, Stilwell 74960

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	*	70	*	*
5th	52	*	*	52	0
7th	*	*	69	36	*
9th	36	59	53	52	16
11th	35	51	60	49	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	52	*
7th	*	36	*
9th	*	52	*
11th	59	49	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	*	*
10th	46	37	-9

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
8.0	7.3	7.3	3.4	-4.6

Student Attendance Rate

1990	1991	1992	1993	+/-
85.9	85.8	85.9	89.1	3.2

Average Composite ACT

1991	1992	1993	+/-
14.5	13.3	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	218	183	193	236	18
% Free/Reduced Lunch:	86	100	89	73	-13
% Minority:	76	79	73	74	-2
% Special Education:	16	19	19	12	-4
% Limited English Proficient:	0	54	61	63	63

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	19	25	25	4
Average Salary ($):	20,782	22,167	23,123	25,304	4,522
Average Experience:	11	13	15	9	-2
% Advanced Degree:	22	25	18	17	-5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ALFALFA
District: BURLINGTON
Address: P.O. Box 17, Burlington 73722

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	77	69	71	70	-7
5th	78	78	87	84	6
7th	64	80	84	79	15
9th	85	79	*	84	-1
11th	76	58	83	79	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	84	15
7th	78	79	1
9th	80	84	4
11th	79	79	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	58	-14
10th	68	*	*

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.3	0.0	0.0	0.0	-2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.4	97.3	96.5	0.2

Average Composite ACT

1991	1992	1993	+/-
21.6	*	21.7	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	152	152	140	138	-14
% Free/Reduced Lunch:	20	20	34	34	14
% Minority:	6	7	6	3	-3
% Special Education:	11	11	10	12	1
% Limited English Proficient:	0	3	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	17	17	17	1
Average Salary ($):	22,475	22,758	24,609	26,312	3,837
Average Experience:	10	10	11	10	0
% Advanced Degree:	66	76	69	53	-13
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ALFALFA

District: JET NASH

Address: P.O. Box 188, Jet 73749

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	73	59	73	77	4
5th	75	*	78	78	3
7th	79	55	63	90	11
9th	81	76	78	49	-32
11th	56	79	70	73	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	78	19
7th	*	90	*
9th	55	49	-6
11th	76	73	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	50	38	-12
10th	63	68	5

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.0	0.0	0.0	0.0	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
97.6	97.3	97.7	97.3	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.7	22.0	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	164	162	166	140	-24
% Free/Reduced Lunch:	34	35	34	40	6
% Minority:	2	2	3	1	-1
% Special Education:	10	10	6	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	18	18	18	-1
Average Salary ($):	22,260	22,729	24,820	25,917	3,657
Average Experience:	18	16	17	12	-5
% Advanced Degree:	54	48	48	37	-17
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ALFALFA
District: CHEROKEE
Address: P.O. Box 325, Cherokee 73728

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 2
# of Counselors: 0
# of Support Staff: 14
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	68	63	66	0
5th	57	62	56	64	7
7th	57	66	60	53	-4
9th	41	60	62	60	19
11th	57	67	50	59	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	64	-4
7th	62	53	-9
9th	66	60	-6
11th	60	59	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	42	-21
10th	60	55	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.0	1.0	1.0	0.0	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	97.5	96.2	95.5	-0.6

Average Composite ACT

1991	1992	1993	+/-
19.3	21.7	18.8	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	360	367	372	382	22
% Free/Reduced Lunch:	26	26	34	34	8
% Minority:	3	4	5	6	3
% Special Education:	12	12	8	8	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	27	26	29	28	1
Average Salary ($):	22,531	23,778	24,734	26,468	3,937
Average Experience:	12	17	17	15	3
% Advanced Degree:	28	33	36	33	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ALFALFA
District: HELENA-GOLTRY
Address: P.O. Box 287, Helena 73741

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	61	34	47	2
5th	46	61	40	64	18
7th	55	63	56	70	15
9th	74	77	71	68	-6
11th	66	53	56	75	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	64	3
7th	61	70	9
9th	63	68	5
11th	77	75	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	49	-3
10th	48	56	8

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	0.0	0.0	1.3	-0.3

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.7	96.5	96.1	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.3	20.1	19.8	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	215	232	235	236	21
% Free/Reduced Lunch:	32	30	41	41	9
% Minority:	0	0	1	0	0
% Special Education:	15	14	15	16	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	21	21	-1
Average Salary ($):	23,489	23,151	24,705	27,072	3,583
Average Experience:	13	15	15	12	-1
% Advanced Degree:	32	25	31	31	-1
Class-size Penalty ($):	None	None	2,161	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ATOKA
District: STRINGTOWN
Address: P.O. Box 130, Stringtown 74569

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	53	58	66	14
5th	43	47	57	56	13
7th	48	36	67	53	5
9th	55	46	58	54	-1
11th	55	49	48	42	-13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	56	3
7th	47	53	6
9th	36	54	18
11th	46	42	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	79	8
10th	32	28	-4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	3.6	3.6	1.7	-0.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	93.9	94.2	95.2	-0.6

Average Composite ACT

1991	1992	1993	+/-
19.7	18.4	18.0	-1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	167	179	184	183	16
% Free/Reduced Lunch:	73	68	77	77	4
% Minority:	14	9	15	13	-1
% Special Education:	8	7	10	13	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	15	16	15	0
Average Salary ($):	20,952	21,936	22,937	24,991	4,039
Average Experience:	10	9	8	7	-3
% Advanced Degree:	17	17	26	17	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program
District Historical Indicators Report

County: ATOKA
District: ATOKA
Address: P.O. Box 720, Atoka 74525

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	56
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	42	61	70	30
5th	59	61	60	70	11
7th	46	53	56	55	9
9th	49	58	51	53	4
11th	44	48	49	58	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	70	28
7th	61	55	-6
9th	53	53	0
11th	58	58	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	47	44	-3
10th	60	49	-11

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.7	2.4	2.8	1.0	-0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.3	94.4	94.0	-1.1

Average Composite ACT

1991	1992	1993	+/-
18.2	18.1	18.6	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,068	1,003	980	1,004	-64
% Free/Reduced Lunch:	57	61	55	54	-3
% Minority:	23	26	35	37	14
% Special Education:	10	10	13	13	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	75	79	80	80	5
Average Salary ($):	21,851	22,590	24,071	26,115	4,264
Average Experience:	11	11	11	11	0
% Advanced Degree:	47	39	32	37	-10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ATOKA
District: TUSHKA
Address: Route 4, Box 2630, Atoka 74525

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	62	76	66	8
5th	57	61	74	69	12
7th	55	59	70	71	16
9th	56	43	75	63	7
11th	50	49	60	33	-17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	69	7
7th	61	71	10
9th	59	63	4
11th	43	33	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	59	-7
10th	46	39	-7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.7	6.6	0.0	0.8	-2.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	94.7	94.9	94.6	-1.4

Average Composite ACT

1991	1992	1993	+/-
18.7	18.7	16.6	-2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	313	308	323	325	12
% Free/Reduced Lunch:	72	73	69	69	-3
% Minority:	21	6	6	6	-15
% Special Education:	14	14	13	13	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	24	23	25	-1
Average Salary ($):	21,428	21,691	24,279	26,165	4,737
Average Experience:	10	10	11	12	3
% Advanced Degree:	39	34	44	54	15
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ATOKA
District: CANEY
Address: P.O. Box 368, Caney 74533

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	82	62	49	-5
5th	63	51	58	64	1
7th	52	45	42	53	1
9th	66	55	52	38	-28
11th	46	63	61	45	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	82	64	-18
7th	51	53	2
9th	45	38	-7
11th	55	45	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	27	-29
10th	20	36	16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	0.0	0.0	0.0	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	97.1	97.6	96.1	0.1

Average Composite ACT

1991	1992	1993	+/-
17.4	20.2	19.0	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	293	298	295	312	19
% Free/Reduced Lunch:	63	63	66	62	-1
% Minority:	4	2	3	11	7
% Special Education:	11	11	11	10	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	23	24	24	2
Average Salary ($):	23,198	23,443	25,458	26,667	3,469
Average Experience:	9	9	9	10	1
% Advanced Degree:	39	41	49	50	11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BEAVER
District: BEAVER
Address: P.O. Box 580, Beaver 73932

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	59	58	66	4
5th	64	55	68	69	5
7th	60	55	64	63	3
9th	69	61	64	58	-11
11th	73	69	65	56	-17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	69	10
7th	55	63	8
9th	55	58	3
11th	61	56	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	75	2
10th	45	34	-11

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	2.4	0.9	2.7	-0.4

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.4	96.5	95.7	-0.4

Average Composite ACT

1991	1992	1993	+/-
21.8	20.2	19.7	-2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	417	418	390	372	-45
% Free/Reduced Lunch:	26	26	25	27	1
% Minority:	12	12	13	9	-3
% Special Education:	10	10	10	9	-1
% Limited English Proficient:	4	0	0	0	-4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	34	35	35	35	1
Average Salary ($):	23,752	23,814	24,713	26,875	3,123
Average Experience:	14	15	16	17	3
% Advanced Degree:	24	26	32	31	7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BEAVER
District: BALKO
Address: Route 1, Box 37, Balko 73931

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	61	53	50	-7
5th	64	57	58	69	5
7th	74	79	72	68	-6
9th	77	70	80	71	-6
11th	73	61	70	65	-8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	69	8
7th	57	68	11
9th	79	71	-8
11th	70	65	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	52	4
10th	54	52	-2

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	0.0	0.0	0.0	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
97.1	97.0	96.5	96.5	-0.6

Average Composite ACT

1991	1992	1993	+/-
19.9	19.1	21.2	1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	161	168	174	175	14
% Free/Reduced Lunch:	17	17	27	26	9
% Minority:	4	1	1	2	-2
% Special Education:	6	6	3	3	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	18	18	18	0
Average Salary ($):	25,545	25,828	26,811	28,571	3,026
Average Experience:	18	19	18	18	0
% Advanced Degree:	22	22	26	27	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BEAVER
District: FORGAN
Address: P.O. Box 406, Forgan 73938

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	85	52	*	73	-12
5th	67	78	71	68	1
7th	75	77	72	83	8
9th	84	*	66	83	-1
11th	49	58	71	46	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	68	16
7th	78	83	5
9th	77	83	6
11th	*	46	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	50	4
10th	46	30	-16

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.1	0.0	0.0	0.0	-2.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.6	96.5	95.5	-0.8

Average Composite ACT

1991	1992	1993	+/-
17.5	*	19.0	1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	153	170	176	166	13
% Free/Reduced Lunch:	35	32	38	40	5
% Minority:	12	11	18	20	8
% Special Education:	22	20	18	19	-3
% Limited English Proficient:	12	11	5	14	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	18	18	18	-1
Average Salary ($):	25,345	25,536	25,638	27,120	1,775
Average Experience:	13	14	13	13	0
% Advanced Degree:	42	46	41	61	19
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BEAVER

District: TURPIN

Address: P.O. Box 187, Turpin 73950

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	28
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	53	61	63	7
5th	57	59	59	64	7
7th	61	65	71	60	-1
9th	69	69	67	74	5
11th	64	69	67	53	-11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	64	11
7th	59	60	1
9th	65	74	9
11th	69	53	-16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	70	11
10th	65	53	-12

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	0.0	0.0	0.7	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	96.3	95.9	95.4	-1.3

Average Composite ACT

1991	1992	1993	+/-
20.1	20.4	20.8	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	440	433	466	488	48
% Free/Reduced Lunch:	21	22	28	27	6
% Minority:	7	9	11	12	5
% Special Education:	8	9	10	9	1
% Limited English Proficient:	1	1	4	6	5

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	33	32	33	0
Average Salary ($):	25,629	26,953	27,846	29,692	4,063
Average Experience:	12	20	20	14	2
% Advanced Degree:	24	21	16	18	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BECKHAM
District: MERRITT
Address: Route 4, Box 393, Elk City 73644

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 20
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	53	69	53	10
5th	55	60	60	64	9
7th	46	57	49	56	10
9th	50	55	49	55	5
11th	54	44	41	40	-14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	64	11
7th	60	56	-4
9th	57	55	-2
11th	55	40	-15

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	48	-13
10th	54	31	-23

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.2	5.3	2.2	6.1	1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	94.7	95.7	95.5	1.1

Average Composite ACT

1991	1992	1993	+/-
20.1	17.6	19.3	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	401	433	424	410	9
% Free/Reduced Lunch:	36	33	46	47	11
% Minority:	6	8	7	8	2
% Special Education:	15	14	10	11	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	33	34	31	-2
Average Salary ($):	21,783	22,837	24,619	26,661	4,878
Average Experience:	9	9	10	11	2
% Advanced Degree:	55	46	42	44	-11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: **BECKHAM**
District: **ELK CITY**
Address: **222 West Broadway, Elk City 73644**

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	74
# of Administrators:	10	# of School Board Positions:	5
# of Counselors:	6	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	59	65	66	14
5th	56	61	67	66	10
7th	57	58	61	59	2
9th	59	66	56	59	0
11th	49	55	52	59	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	66	7
7th	61	59	-2
9th	58	59	1
11th	66	59	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	52	-18
10th	54	46	-8

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.4	5.8	3.9	5.1	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	95.3	95.6	95.0	-1.0

Average Composite ACT

1991	1992	1993	+/-
19.7	20.2	20.0	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,140	2,171	2,169	2,190	50
% Free/Reduced Lunch:	33	33	35	35	2
% Minority:	12	13	12	13	1
% Special Education:	12	11	11	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	135	138	143	143	8
Average Salary ($):	26,257	27,486	28,794	27,370	1,113
Average Experience:	13	14	15	13	0
% Advanced Degree:	54	54	56	50	-4
Class-size Penalty ($):	11,532	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BECKHAM
District: SAYRE
Address: 716 NE 66th St., Sayre 73662

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	34
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	42	54	56	2
5th	41	55	69	59	18
7th	52	60	60	62	10
9th	63	53	65	71	8
11th	55	49	59	56	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	59	17
7th	55	62	7
9th	60	71	11
11th	53	56	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	45	-19
10th	46	40	-6

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.3	3.4	2.0	2.1	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	96.0	96.6	96.2	0.2

Average Composite ACT

1991	1992	1993	+/-
18.6	19.0	17.7	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	764	748	768	745	-19
% Free/Reduced Lunch:	45	45	50	51	6
% Minority:	9	7	9	10	1
% Special Education:	11	12	10	9	-2
% Limited English Proficient:	4	3	3	1	-3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	55	49	53	53	-2
Average Salary ($):	22,310	22,797	24,212	25,788	3,478
Average Experience:	11	15	14	11	0
% Advanced Degree:	57	61	58	54	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BECKHAM
District: CARTER
Address: P.O. Box 520, Carter 73627

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	53	59	61	5
5th	53	32	54	59	6
7th	81	62	58	35	-46
9th	46	59	37	56	10
11th	40	67	49	52	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	59	6
7th	32	35	3
9th	62	56	-6
11th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	20	-36
10th	47	32	-15

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.7	2.3	0.0	0.0	-2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	97.5	97.0	96.3	-0.1

Average Composite ACT

1991	1992	1993	+/-
*	19.8	16.7	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	149	155	146	144	-5
% Free/Reduced Lunch:	65	62	56	57	-8
% Minority:	9	8	6	6	-3
% Special Education:	9	9	8	10	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	14	14	14	0
Average Salary ($):	21,972	23,258	22,835	23,839	1,867
Average Experience:	10	11	8	6	-4
% Advanced Degree:	33	32	16	7	-26
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BECKHAM
District: ERICK
Address: P.O. Box 9, Erick 73645

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	60	52	41	-15
5th	61	71	51	65	4
7th	67	71	65	72	5
9th	45	62	60	72	27
11th	55	53	37	65	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	65	5
7th	71	72	1
9th	71	72	1
11th	62	65	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	81	70	-11
10th	67	74	7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	1.3	1.6	1.4	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.7	96.6	95.8	0.1

Average Composite ACT

1991	1992	1993	+/-
19.6	18.1	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	285	257	235	249	-36
% Free/Reduced Lunch:	57	63	55	52	-5
% Minority:	12	10	9	13	1
% Special Education:	14	15	16	14	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	23	23	23	2
Average Salary ($):	23,136	24,904	26,296	28,137	5,001
Average Experience:	13	16	16	13	0
% Advanced Degree:	67	72	78	78	11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BLAINE
District: OKEENE
Address: P.O. Box 409, Okeene 73763

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	18
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	80	63	74	6
5th	65	62	59	74	9
7th	56	71	75	70	14
9th	78	76	69	72	-6
11th	63	75	77	76	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	80	74	-6
7th	62	70	8
9th	71	72	1
11th	76	76	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	81	2
10th	55	71	16

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	3.1	0.9	0.0	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	97.1	97.1	96.2	-0.4

Average Composite ACT

1991	1992	1993	+/-
20.1	20.7	20.4	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	336	334	357	364	28
% Free/Reduced Lunch:	27	27	28	27	0
% Minority:	6	6	7	7	1
% Special Education:	16	16	13	13	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	29	30	31	31	2
Average Salary ($):	25,723	24,902	25,505	26,867	1,144
Average Experience:	10	11	12	12	2
% Advanced Degree:	58	57	51	51	-7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BLAINE
District: WATONGA
Address: P.O. Box 310, Watonga 73772

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	42
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	68	62	66	3
5th	70	52	65	73	3
7th	61	57	68	51	-10
9th	62	66	69	55	-7
11th	59	58	58	58	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	73	5
7th	52	51	-1
9th	57	55	-2
11th	66	58	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	35	49	14
10th	44	46	2

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.7	5.2	3.0	3.6	0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	93.8	95.7	95.2	0.7

Average Composite ACT

1991	1992	1993	+/-
20.2	20.6	19.3	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	939	978	983	1,005	66
% Free/Reduced Lunch:	44	42	48	47	3
% Minority:	31	33	29	35	4
% Special Education:	8	8	10	10	2
% Limited English Proficient:	1	2	2	2	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	68	69	66	69	1
Average Salary ($):	23,325	24,588	26,718	28,132	4,807
Average Experience:	12	13	15	14	2
% Advanced Degree:	60	58	61	61	1
Class-size Penalty ($):	24,491	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BLAINE
District: GEARY
Address: P.O. Box 188, Geary 73040

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	24
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	40	49	53	4
5th	44	46	55	43	-1
7th	61	62	46	44	-17
9th	54	51	55	65	11
11th	53	44	54	43	-10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	40	43	3
7th	46	44	-2
9th	62	65	3
11th	51	43	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	63	-16
10th	72	56	-16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	7.9	6.3	4.6	3.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.1	93.9	93.4	-0.9

Average Composite ACT

1991	1992	1993	+/-
19.5	17.2	20.2	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	441	541	468	473	32
% Free/Reduced Lunch:	56	46	61	60	4
% Minority:	37	39	35	35	-2
% Special Education:	14	11	17	16	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	37	40	39	2
Average Salary ($):	22,441	23,879	25,850	27,804	5,363
Average Experience:	10	17	16	12	2
% Advanced Degree:	41	53	49	48	7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BLAINE
District: CANTON
Address: P.O. Box 639, Canton 73724

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 3
# of Counselors: 0
# of Support Staff: 39
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	63	59	60	11
5th	56	39	50	55	-1
7th	58	54	55	58	0
9th	62	66	62	53	-9
11th	60	40	51	53	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	55	-8
7th	39	58	19
9th	54	53	-1
11th	66	53	-13

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	38	33	-5
10th	72	56	-6

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	2.7	2.3	2.1	1.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	96.1	95.0	95.0	-0.6

Average Composite ACT

1991	1992	1993	+/-
20.3	18.4	18.3	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	397	474	493	487	90
% Free/Reduced Lunch:	47	39	52	53	6
% Minority:	27	25	29	31	4
% Special Education:	10	9	12	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	35	33	36	37	2
Average Salary ($):	23,350	25,826	27,459	29,437	6,087
Average Experience:	12	14	14	14	2
% Advanced Degree:	43	45	39	38	-5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BRYAN
District: SILO
Address: H.C. 30, Box 227, Durant 74701

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	31
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	61	52	64	12
5th	54	54	59	69	15
7th	62	49	59	61	-1
9th	59	53	58	55	-4
11th	55	56	44	54	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	69	8
7th	54	61	7
9th	49	55	6
11th	53	54	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	58	-6
10th	81	59	-22

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.4	0.7	0.6	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	94.8	95.2	94.4	-0.9

Average Composite ACT

1991	1992	1993	+/-
19.3	17.9	17.6	-1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	496	501	503	520	24
% Free/Reduced Lunch:	69	68	67	65	-4
% Minority:	33	32	32	32	-1
% Special Education:	14	14	14	12	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	36	34	34	35	-1
Average Salary ($):	21,777	23,020	24,355	26,289	4,512
Average Experience:	11	15	16	11	0
% Advanced Degree:	67	70	65	62	-5
Class-size Penalty ($):	3,028	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BRYAN

District: ACHILLE

Address: P.O. Box 280, Achille 74720

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	30
# of Administrators:	1	# of School Board Positions:	7
# of Counselors:	0	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	72	60	53	55	-17
5th	84	40	69	67	-17
7th	69	53	62	39	-30
9th	50	33	51	56	6
11th	36	48	40	40	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	67	7
7th	40	39	-1
9th	53	56	3
11th	33	40	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	58	-5
10th	47	35	-12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	5.3	2.5	3.3	2.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.5	97.5	98.4	2.5

Average Composite ACT

1991	1992	1993	+/-
16.1	17.7	17.5	1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	260	422	425	462	202
% Free/Reduced Lunch:	53	33	49	45	-8
% Minority:	20	23	24	29	9
% Special Education:	10	6	9	8	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	20	31	32	13
Average Salary ($):	21,101	21,630	23,464	25,192	4,091
Average Experience:	11	11	12	11	0
% Advanced Degree:	62	55	48	47	-15
Class-size Penalty ($):	6,905	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BRYAN
District: COLBERT
Address: P.O. Box 310, Colbert 74733

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	31
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	42	47	57	2
5th	46	55	52	62	16
7th	61	42	51	51	-10
9th	51	55	57	50	-1
11th	44	51	51	53	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	62	20
7th	55	51	-4
9th	42	50	8
11th	55	53	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	35	-11
10th	55	30	-25

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.4	3.6	1.0	2.5	0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	95.3	96.2	96.0	1.2

Average Composite ACT

1991	1992	1993	+/-
18.9	18.0	19.3	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	735	749	751	748	13
% Free/Reduced Lunch:	43	42	45	45	2
% Minority:	8	10	12	22	14
% Special Education:	11	10	10	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	55	54	54	53	-2
Average Salary ($):	21,826	23,258	23,994	26,608	4,782
Average Experience:	13	13	13	13	0
% Advanced Degree:	56	57	56	53	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BRYAN

District: CADDO

Address: P.O. Box 128, Caddo 74729

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	14
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	58	76	68	10
5th	67	65	71	76	9
7th	59	60	69	68	9
9th	46	59	56	66	20
11th	48	67	43	58	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	76	18
7th	65	68	3
9th	60	66	6
11th	59	58	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	94	10
10th	71	82	11

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.7	2.9	1.0	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.1	95.3	94.9	-0.1

Average Composite ACT

1991	1992	1993	+/-
19.4	20.6	15.6	-3.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	362	357	345	342	-20
% Free/Reduced Lunch:	53	54	55	56	3
% Minority:	22	27	25	35	13
% Special Education:	12	12	13	13	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	27	28	27	-1
Average Salary ($):	22,312	23,576	24,518	27,013	4,701
Average Experience:	11	12	14	14	3
% Advanced Degree:	35	40	42	41	6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: **BRYAN**
District: **BENNINGTON**
Address: **P.O. Box 10, Bennington 74723**

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	19
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	63	71	50	-11
5th	50	34	61	66	16
7th	61	40	75	48	-13
9th	53	69	63	53	0
11th	39	52	53	65	26

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	66	3
7th	34	48	14
9th	40	53	13
11th	69	65	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	83	39	-44
10th	52	44	-8

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.3	1.3	3.1	0.0	-1.3

Student Attendance Rate

1990	1991	1992	1993	+/-
96.8	96.4	95.8	95.5	-1.3

Average Composite ACT

1991	1992	1993	+/-
15.9	18.8	18.5	2.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	247	240	220	226	-21
% Free/Reduced Lunch:	82	84	80	78	-4
% Minority:	53	48	42	46	-7
% Special Education:	12	13	14	16	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	22	21	18	-2
Average Salary ($):	21,821	23,548	24,798	27,053	5,232
Average Experience:	10	11	11	12	2
% Advanced Degree:	55	52	43	55	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BRYAN
District: CALERA
Address: P.O. Box 386, Calera 74730

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	65	77	70	14
5th	53	60	53	60	7
7th	59	54	49	57	-2
9th	65	60	58	59	-6
11th	46	42	68	63	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	65	60	-5
7th	60	57	-3
9th	54	59	5
11th	60	63	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	71	4
10th	39	45	6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.0	2.3	2.9	0.7	-3.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.1	95.3	94.7	-0.4

Average Composite ACT

1991	1992	1993	+/-
18.4	17.4	21.3	2.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	458	444	476	490	32
% Free/Reduced Lunch:	40	42	48	47	7
% Minority:	7	34	36	38	31
% Special Education:	13	14	12	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	34	34	34	36	2
Average Salary ($):	21,462	22,786	24,441	26,227	4,765
Average Experience:	13	13	14	14	1
% Advanced Degree:	62	62	60	58	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: BRYAN
District: DURANT
Address: 118 N. Seventh Street, Durant 74701

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	127
# of Administrators:	9	# of School Board Positions:	5
# of Counselors:	6	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	66	68	74	17
5th	57	67	71	73	16
7th	58	59	61	62	4
9th	61	62	67	60	-1
11th	59	60	60	63	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	73	7
7th	67	62	-5
9th	59	60	1
11th	62	63	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	69	11
10th	52	34	-18

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.8	5.4	7.3	3.9	-2.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.2	94.5	94.4	-0.1

Average Composite ACT

1991	1992	1993	+/-
20.3	20.5	21.2	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,676	2,669	2,701	2,833	157
% Free/Reduced Lunch:	41	41	47	45	4
% Minority:	20	20	22	21	1
% Special Education:	9	9	10	9	0
% Limited English Proficient:	0	0	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	186	185	192	199	13
Average Salary ($):	23,532	24,623	25,366	26,958	3,426
Average Experience:	11	12	12	12	1
% Advanced Degree:	68	71	72	72	4
Class-size Penalty ($):	None	None	627	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO
District: HYDRO
Address: P.O. Box 5, Hydro 73048

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 13
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	56	62	68	16
5th	66	65	58	71	5
7th	68	57	60	57	-11
9th	62	62	79	58	-4
11th	60	69	65	61	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	71	15
7th	65	57	-8
9th	57	58	1
11th	62	61	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	34	-31
10th	53	60	7

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.7	1.3	1.4	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.7	96.1	96.0	-0.6

Average Composite ACT

1991	1992	1993	+/-
18.5	20.1	19.7	1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	321	321	329	327	6
% Free/Reduced Lunch:	22	22	30	30	8
% Minority:	6	6	8	8	2
% Special Education:	12	12	13	13	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	23	26	27	5
Average Salary ($):	23,943	24,727	25,920	27,065	3,122
Average Experience:	10	11	10	8	-2
% Advanced Degree:	40	36	33	41	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO
District: LOOKEBA SICKLES
Address: Route 1, Box 34, Lookeba 73053

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	21
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	80	51	60	4
5th	44	54	51	76	32
7th	47	45	51	60	13
9th	44	71	55	40	-4
11th	48	44	50	62	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	80	76	-4
7th	54	60	6
9th	45	40	-5
11th	71	62	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	70	11
10th	41	63	22

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.6	2.9	0.0	1.5	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.6	94.7	94.5	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.2	17.0	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	234	233	225	233	-1
% Free/Reduced Lunch:	66	66	58	56	-10
% Minority:	29	30	26	25	-4
% Special Education:	10	10	7	7	-3
% Limited English Proficient:	14	18	19	16	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	25	24	23	-2
Average Salary ($):	20,854	22,700	24,705	26,436	5,582
Average Experience:	12	21	21	12	0
% Advanced Degree:	35	38	36	33	-2
Class-size Penalty ($):	665	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO
District: ANADARKO
Address: 1400 S. Mission, Anadarko 73005

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	110
# of Administrators:	9	# of School Board Positions:	5
# of Counselors:	7	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	46	46	51	5
5th	46	42	50	56	10
7th	43	46	56	47	4
9th	46	49	52	48	2
11th	44	49	44	54	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	56	10
7th	42	47	5
9th	46	48	2
11th	49	54	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	51	55	4
10th	55	47	-8

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.9	3.1	5.2	3.5	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
93.6	94.0	93.9	93.4	-0.2

Average Composite ACT

1991	1992	1993	+/-
18.0	19.1	17.9	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,919	1,930	1,991	1,969	50
% Free/Reduced Lunch:	55	54	60	61	6
% Minority:	55	56	58	60	5
% Special Education:	12	11	12	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	127	133	134	136	9
Average Salary ($):	23,475	26,112	27,022	28,337	4,862
Average Experience:	12	16	14	11	-1
% Advanced Degree:	39	41	38	37	-2
Class-size Penalty ($):	None	23,338	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO
District: CARNEGIE
Address: P.O. Box 159, Carnegie 73015

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	46
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	47	45	53	4
5th	66	57	52	59	-7
7th	54	47	67	60	6
9th	55	59	61	59	4
11th	49	56	48	57	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	59	12
7th	57	60	3
9th	47	59	12
11th	59	57	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	54	-8
10th	47	63	16

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.7	1.5	0.5	0.0	-2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
92.8	94.2	94.0	93.0	0.2

Average Composite ACT

1991	1992	1993	+/-
18.0	18.3	18.6	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	705	698	723	716	11
% Free/Reduced Lunch:	69	71	70	71	2
% Minority:	53	53	53	56	3
% Special Education:	10	11	8	10	0
% Limited English Proficient:	1	1	0	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	51	53	54	4
Average Salary ($):	23,968	26,136	26,874	27,594	3,626
Average Experience:	13	15	21	14	1
% Advanced Degree:	62	61	57	55	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO

District: CYRIL

Address: P.O. Box 449, Cyril 73029

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	63	53	57	2
5th	66	56	67	69	3
7th	57	61	59	58	1
9th	57	55	56	61	4
11th	42	48	56	49	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	69	6
7th	56	58	2
9th	61	61	0
11th	55	49	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	68	-6
10th	51	55	4

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.8	0.0	3.3	1.0	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
93.4	92.8	92.5	93.6	0.2

Average Composite ACT

1991	1992	1993	+/-
18.5	19.6	18.0	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	384	365	382	414	30
% Free/Reduced Lunch:	51	54	52	48	-3
% Minority:	28	31	26	29	1
% Special Education:	11	12	9	11	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	31	32	31	1
Average Salary ($):	22,883	23,012	24,819	26,402	3,519
Average Experience:	11	12	10	9	-1
% Advanced Degree:	27	18	17	19	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO
District: GRACEMONT
Address: P.O. Box 5, Gracemont 73042

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	31	45	50	51	20
5th	26	41	50	63	37
7th	55	46	43	57	2
9th	39	56	66	50	11
11th	54	47	35	45	-9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	63	18
7th	41	57	16
9th	46	50	4
11th	56	45	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	44	-24
10th	60	31	-29

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	1.5	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
93.6	94.1	94.9	94.3	0.7

Average Composite ACT

1991	1992	1993	+/-
20.2	18.7	17.1	-3.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	230	241	227	249	19
% Free/Reduced Lunch:	59	57	58	53	-6
% Minority:	38	41	38	48	10
% Special Education:	10	9	10	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	21	19	20	1
Average Salary ($):	23,177	22,323	23,416	25,154	1,977
Average Experience:	12	15	14	12	0
% Advanced Degree:	53	38	37	35	-18
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO

District: EAKLY

Address: P.O. Box 308, Eakly 73033

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	64	31	40	-10
5th	27	57	53	49	22
7th	49	60	64	61	12
9th	64	55	39	57	-7
11th	31	49	58	55	24

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	49	-15
7th	57	61	4
9th	60	57	-3
11th	55	55	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	71	18
10th	52	57	5

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	3.2	3.1	1.8	1.8

Student Attendance Rate

1990	1991	1992	1993	+/-
98.3	98.2	97.7	97.6	-0.7

Average Composite ACT

1991	1992	1993	+/-
*	19.3	20.2	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	166	194	194	183	17
% Free/Reduced Lunch:	62	64	59	63	1
% Minority:	26	23	22	20	-6
% Special Education:	12	10	11	15	3
% Limited English Proficient:	18	16	11	10	-8

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	19	19	19	1
Average Salary ($):	21,926	22,578	24,737	26,239	4,313
Average Experience:	9	13	13	10	1
% Advanced Degree:	46	43	49	46	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO
District: CEMENT
Address: P.O. Box 60, Cement 73017

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 2
# of Counselors: 0
# of Support Staff: 17
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	41	59	64	14
5th	44	65	55	55	11
7th	41	45	33	62	21
9th	40	44	45	42	2
11th	46	36	37	54	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	55	14
7th	65	62	-3
9th	45	42	-3
11th	44	54	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	39	-13
10th	24	30	6

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.9	0.0	6.1	2.3	-0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	95.3	95.1	93.6	-1.1

Average Composite ACT

1991	1992	1993	+/-
17.0	16.2	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	368	349	331	324	-44
% Free/Reduced Lunch:	55	58	61	62	7
% Minority:	9	9	19	13	4
% Special Education:	10	11	12	15	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	25	27	27	2
Average Salary ($):	22,092	23,193	24,570	25,702	3,610
Average Experience:	11	14	11	11	0
% Advanced Degree:	8	12	20	18	10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CADDO
District: HINTON
Address: P.O. Box 1036, Hinton 73047

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 3
# of Councelors: 0
# of Support Staff: 21
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	59	68	65	5
5th	57	60	53	56	-1
7th	60	67	53	50	-10
9th	50	63	66	55	5
11th	42	51	45	57	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	56	-3
7th	60	50	-10
9th	67	55	-12
11th	63	57	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	49	-7
10th	63	54	-9

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.3	0.0	1.5	0.7	-2.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.5	96.3	97.5	1.1

Average Composite ACT

1991	1992	1993	+/-
18.0	18.9	18.0	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	481	459	496	534	53
% Free/Reduced Lunch:	40	42	48	44	4
% Minority:	5	3	10	8	3
% Special Education:	8	9	8	8	0
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	34	34	34	35	1
Average Salary ($):	22,852	23,717	25,628	27,020	4,168
Average Experience:	15	15	15	14	0
% Advanced Degree:	49	51	50	43	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN
District: PIEDMONT
Address: 713 N. Piedmont Road, Piedmont 73078

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	25
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	74	70	78	80	6
5th	72	79	77	76	4
7th	61	62	72	73	12
9th	67	67	70	74	7
11th	56	57	81	69	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	70	76	6
7th	79	73	-6
9th	62	74	12
11th	67	69	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	83	70	-13
10th	51	65	14

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.1	0.0	1.8	2.3	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.2	95.2	95.4	-0.3

Average Composite ACT

1991	1992	1993	+/-
21.0	21.0	22.8	1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	910	955	1,002	1,072	162
% Free/Reduced Lunch:	5	5	10	10	5
% Minority:	4	5	10	11	7
% Special Education:	12	10	11	11	-1
% Limited English Proficient:	0	1	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	57	57	59	61	4
Average Salary ($):	23,914	24,432	25,986	26,870	2,956
Average Experience:	12	14	14	10	-1
% Advanced Degree:	49	48	46	38	-11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN
District: YUKON
Address: 950 Poplar Avenue, Yukon 73099

1992-93 District Characteristics

Number of Sites:	10	# of Support Staff:	195
# of Administrators:	19	# of School Board Positions:	5
# of Counselors:	14	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	64	68	69	9
5th	65	66	67	72	7
7th	61	58	65	65	4
9th	66	65	64	64	-2
11th	61	60	63	62	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	72	8
7th	66	65	-1
9th	58	64	6
11th	65	62	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	50	-5
10th	42	38	-4

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.3	3.0	3.2	2.3	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.7	95.4	99.8	4.6

Average Composite ACT

1991	1992	1993	+/-
20.8	20.6	21.5	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	5,848	5,850	5,932	5,760	-88
% Free/Reduced Lunch:	11	11	13	13	2
% Minority:	6	6	6	6	0
% Special Education:	7	7	8	7	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	311	319	325	328	17
Average Salary ($):	26,834	27,792	28,790	29,341	2,507
Average Experience:	13	13	14	13	0
% Advanced Degree:	38	38	37	34	-4
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN

District: EL RENO

Address: P.O. Box 580, El Reno 73036

1992-93 District Characteristics

Number of Sites:	7	# of Support Staff:	94
# of Administrators:	10	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	57	56	61	10
5th	56	60	62	66	10
7th	52	52	54	61	9
9th	58	56	56	55	-3
11th	50	52	56	50	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	66	9
7th	60	61	1
9th	52	55	3
11th	56	50	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	35	-13
10th	55	41	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.9	2.2	4.6	2.5	-3.4

Student Attendance Rate

1990	1991	1992	1993	+/-
93.2	94.2	93.9	93.5	0.3

Average Composite ACT

1991	1992	1993	+/-
20.3	20.9	19.7	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,661	2,667	2,719	2,757	96
% Free/Reduced Lunch:	28	28	34	33	5
% Minority:	23	24	23	25	2
% Special Education:	8	8	10	12	4
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	147	156	165	169	22
Average Salary ($):	24,197	26,046	27,127	27,380	3,183
Average Experience:	12	13	13	12	0
% Advanced Degree:	44	40	38	37	-7
Class-size Penalty ($):	Exempt	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN
District: UNION CITY
Address: P.O. Box 279, Union City 73090

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 2
# of Counselors: 0
# of Support Staff: 12
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	49	43	47	-18
5th	67	66	68	85	18
7th	74	67	59	65	-9
9th	56	58	76	68	12
11th	73	65	49	62	-11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	85	36
7th	66	65	-1
9th	67	68	1
11th	58	62	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	37	33	-4
10th	52	38	-14

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.7	3.9	1.3	0.0	-2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	96.3	96.3	95.7	-1.2

Average Composite ACT

1991	1992	1993	+/-
20.8	21.5	18.5	-2.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	294	304	293	302	8
% Free/Reduced Lunch:	22	21	29	28	6
% Minority:	1	4	4	7	6
% Special Education:	13	13	12	11	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	20	20	21	2
Average Salary ($):	22,521	22,547	23,732	25,650	3,129
Average Experience:	11	12	11	11	0
% Advanced Degree:	26	33	27	31	5
Class-size Penalty ($):	3,536	None	303	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN

District: MUSTANG

Address: 906 S. Heights Drive, Mustang 73064

1992-93 District Characteristics

Number of Sites:	7	# of Support Staff:	202
# of Administrators:	16	# of School Board Positions:	5
# of Counselors:	15	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	60	66	69	8
5th	62	63	64	66	4
7th	66	63	65	64	-2
9th	72	69	70	64	-8
11th	65	65	66	66	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	66	6
7th	63	64	1
9th	63	64	1
11th	69	66	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	58	0
10th	56	44	-12

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.5	1.0	1.8	2.9	0.4

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	92.8	95.1	94.8	0.2

Average Composite ACT

1991	1992	1993	+/-
21.4	21.0	21.1	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	5,405	5,691	5,681	5,852	447
% Free/Reduced Lunch:	9	9	12	11	2
% Minority:	7	8	9	10	3
% Special Education:	7	7	7	8	1
% Limited English Proficient:	0	1	2	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	268	291	298	314	46
Average Salary ($):	27,257	29,477	29,907	30,344	3,087
Average Experience:	11	11	12	11	0
% Advanced Degree:	37	36	35	33	-4
Class-size Penalty ($):	None	222,680	14,391	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CANADIAN
District: CALUMET
Address: P.O. Box 10, Calumet 73014

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	57	58	74	11
5th	81	74	63	70	-11
7th	66	54	72	62	-4
9th	68	61	67	52	-16
11th	66	53	62	45	-21

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	70	13
7th	74	62	-12
9th	54	52	-2
11th	61	45	-16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	40	-40
10th	50	74	24

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	7.3	3.1	4.2	4.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.4	95.7	95.9	0.7

Average Composite ACT

1991	1992	1993	+/-
20.8	22.0	21.5	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	254	247	255	252	-2
% Free/Reduced Lunch:	38	39	54	55	17
% Minority:	12	7	8	7	-5
% Special Education:	9	9	11	12	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	20	20	0
Average Salary ($):	23,671	24,247	26,128	27,399	3,728
Average Experience:	14	19	20	16	3
% Advanced Degree:	54	49	49	49	-5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER
District: ARDMORE
Address: P.O. Box 1709, Ardmore 73402

1992-93 District Characteristics

Number of Sites:	9	# of Support Staff:	167
# of Administrators:	15	# of School Board Positions:	5
# of Counselors:	10	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	56	60	65	13
5th	53	56	60	60	7
7th	51	54	56	59	8
9th	57	51	56	57	0
11th	51	54	59	52	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	60	4
7th	56	59	3
9th	54	57	3
11th	51	52	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	49	-17
10th	54	37	-17

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
8.1	6.6	7.6	6.8	-1.3

Student Attendance Rate

1990	1991	1992	1993	+/-
93.8	94.1	94.4	94.5	0.7

Average Composite ACT

1991	1992	1993	+/-
19.8	19.8	20.1	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	3,308	3,396	3,420	3,481	173
% Free/Reduced Lunch:	40	39	45	44	4
% Minority:	35	37	38	38	3
% Special Education:	13	13	14	14	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	196	207	212	218	22
Average Salary ($):	26,607	28,570	29,118	29,009	2,402
Average Experience:	13	14	15	13	0
% Advanced Degree:	55	50	50	48	-7
Class-size Penalty ($):	8,975	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER
District: SPRINGER
Address: P O. Box 249, Springer 73458

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	36	53	*	*
5th	56	68	59	52	-4
7th	46	*	37	53	7
9th	53	40	55	*	*
11th	61	52	45	29	-32

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	36	52	16
7th	68	53	-15
9th	*	*	*
11th	40	29	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	38	-10
10th	15	26	11

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	0.0	6.4	4.1	2.5

Student Attendance Rate

1990	1991	1992	1993	+/-
91.2	93.9	94.2	94.6	3.4

Average Composite ACT

1991	1992	1993	+/-
*	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	164	173	176	171	7
% Free/Reduced Lunch:	49	63	52	53	4
% Minority:	7	18	21	13	6
% Special Education:	13	12	19	20	7
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	17	17	3
Average Salary ($):	21,321	23,693	25,534	25,436	4,115
Average Experience:	12	14	13	10	-1
% Advanced Degree:	22	30	27	21	-1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER

District: PLAINVIEW

Address: 1140 S. Plainview, Ardmore 73401

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	58
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	74	63	68	4
5th	64	72	75	77	13
7th	65	70	68	71	6
9th	73	64	73	70	-3
11th	62	68	68	59	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	74	77	3
7th	72	71	-1
9th	70	70	0
11th	64	59	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	67	1
10th	45	51	6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.9	2.8	1.4	1.9	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.7	96.0	95.5	0.1

Average Composite ACT

1991	1992	1993	+/-
19.9	21.0	20.7	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,118	1,161	1,245	1,256	138
% Free/Reduced Lunch:	23	22	28	28	5
% Minority:	23	20	19	20	-3
% Special Education:	14	13	12	11	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	73	74	77	83	10
Average Salary ($):	25,337	26,489	27,111	28,068	2,731
Average Experience:	11	12	13	12	1
% Advanced Degree:	37	40	45	42	5
Class-size Penalty ($):	2,071	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER

District: LONE GROVE

Address: P.O. Box 1330, Lone Grove 73443

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	49
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	60	61	63	7
5th	60	55	60	64	4
7th	59	60	62	62	3
9th	56	59	64	59	3
11th	56	52	51	52	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	64	4
7th	55	62	7
9th	60	59	-1
11th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	70	0
10th	54	34	-20

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.2	5.1	2.2	5.4	2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.2	94.6	92.4	-1.9

Average Composite ACT

1991	1992	1993	+/-
19.7	19.5	18.7	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,095	1,120	1,138	1,220	125
% Free/Reduced Lunch:	27	28	33	31	4
% Minority:	15	16	16	18	3
% Special Education:	15	14	16	15	0
% Limited English Proficient:	0	0	0	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	73	73	73	75	2
Average Salary ($):	24,153	25,821	27,599	28,108	3,955
Average Experience:	11	15	15	12	1
% Advanced Degree:	30	31	34	33	3
Class-size Penalty ($):	None	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER
District: WILSON
Address: P.O. Box 730, Wilson 73463

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	42	67	68	19
5th	62	51	57	67	5
7th	52	50	70	64	12
9th	61	58	60	52	-9
11th	38	59	57	55	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	67	25
7th	51	64	13
9th	50	52	2
11th	58	55	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	48	-13
10th	58	48	-10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	2.8	0.0	1.4	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	94.4	94.9	93.7	-0.4

Average Composite ACT

1991	1992	1993	+/-
18.2	18.9	17.5	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	466	445	448	437	-29
% Free/Reduced Lunch:	46	49	48	49	3
% Minority:	21	16	6	34	13
% Special Education:	19	19	16	17	-2
% Limited English Proficient:	0	0	0	12	12

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	35	34	35	2
Average Salary ($):	22,655	24,179	25,148	25,518	2,863
Average Experience:	14	16	15	11	-3
% Advanced Degree:	24	14	13	12	-12
Class-size Penalty ($):	840	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER

District: HEALDTON

Address: P.O. Box 490, Healdton 73438

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	27
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	53	62	62	13
5th	52	60	60	73	21
7th	66	57	59	66	0
9th	46	59	61	49	3
11th	49	46	46	52	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	73	20
7th	60	66	6
9th	57	49	-8
11th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	77	3
10th	67	55	-12

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.6	5.8	1.5	3.3	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	95.0	94.9	93.9	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.3	19.0	18.1	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	676	694	723	714	38
% Free/Reduced Lunch:	18	22	30	31	13
% Minority:	10	14	12	17	7
% Special Education:	11	10	11	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	45	47	49	49	4
Average Salary ($):	22,798	25,332	27,410	27,560	4,762
Average Experience:	12	12	13	12	0
% Advanced Degree:	45	39	38	40	-5
Class-size Penalty ($):	None	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER
District: FOX
Address: P.O. Box 248, Fox 73435

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	25
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	57	70	63	-2
5th	54	46	66	67	13
7th	51	56	66	53	2
9th	38	57	49	43	5
11th	46	56	47	46	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	67	10
7th	46	53	7
9th	56	43	-13
11th	57	46	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	62	-8
10th	34	46	12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.7	2.2	0.0	0.9	-2.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	96.2	96.1	94.7	-0.8

Average Composite ACT

1991	1992	1993	+/-
*	21.6	18.6	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	406	401	381	397	-9
% Free/Reduced Lunch:	56	62	59	56	0
% Minority:	34	32	28	34	0
% Special Education:	12	13	13	16	4
% Limited English Proficient:	1	1	2	3	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	31	30	29	1
Average Salary ($):	21,920	23,385	24,299	26,468	4,548
Average Experience:	10	10	10	10	0
% Advanced Degree:	38	36	29	27	-11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CARTER
District: DICKSON
Address: P.O. Box 1709, Ardmore 73402

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	42
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	49	56	44	1
5th	50	52	54	55	5
7th	45	49	43	50	5
9th	50	55	51	53	3
11th	43	49	37	51	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	55	6
7th	52	50	-2
9th	49	53	4
11th	55	51	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	43	25	-18
10th	47	35	-12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.5	4.8	3.0	4.4	0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	95.7	95.6	94.8	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.0	18.5	18.6	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,049	1,074	1,099	1,094	45
% Free/Reduced Lunch:	45	45	42	42	-3
% Minority:	16	19	20	20	4
% Special Education:	12	12	11	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	77	78	78	77	0
Average Salary ($):	23,858	25,767	26,538	26,923	3,065
Average Experience:	12	11	12	12	1
% Advanced Degree:	46	37	37	39	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: HULBERT
Address: P.O. Box 188, Hulbert 74441

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	19
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	43	58	54	8
5th	52	60	54	49	-3
7th	62	61	60	62	0
9th	40	50	51	57	17
11th	49	36	45	52	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	43	49	6
7th	60	62	2
9th	61	57	-4
11th	50	52	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	43	36	-7
10th	61	51	-10

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
8.5	4.4	0.9	0.5	-8.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	97.0	97.7	95.9	-0.6

Average Composite ACT

1991	1992	1993	+/-
17.8	18.3	16.3	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	491	520	524	507	16
% Free/Reduced Lunch:	63	59	72	74	11
% Minority:	62	56	61	66	4
% Special Education:	10	10	12	13	3
% Limited English Proficient:	60	54	60	64	4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	35	36	40	7
Average Salary ($):	25,261	26,885	28,465	28,356	3,095
Average Experience:	15	17	17	14	-1
% Advanced Degree:	62	74	65	59	-3
Class-size Penalty ($):	None	4,797	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHEROKEE
District: TAHLEQUAH
Address: P.O. Box 517, Tahlequah 74465

1992-93 District Characteristics

Number of Sites: 5
# of Administrators: 10
# of Counselors: 10
# of Support Staff: 115
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	67	66	66	4
5th	57	71	66	65	8
7th	61	58	57	68	7
9th	59	62	65	63	4
11th	56	58	60	61	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	65	-2
7th	71	68	-3
9th	58	63	5
11th	62	61	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	60	-6
10th	52	46	-6

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
7.3	9.1	9.2	3.1	-4.2

Student Attendance Rate

1990	1991	1992	1993	+/-
93.3	92.8	94.4	93.5	0.2

Average Composite ACT

1991	1992	1993	+/-
20.5	20.4	20.2	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	3,146	3,228	3,292	3,309	163
% Free/Reduced Lunch:	47	46	49	49	2
% Minority:	52	53	53	55	3
% Special Education:	15	14	14	13	-2
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	202	205	203	212	10
Average Salary ($):	26,365	28,668	30,013	30,921	4,556
Average Experience:	12	13	13	13	1
% Advanced Degree:	71	71	72	69	-2
Class-size Penalty ($):	19,538	None	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHOCTAW
District: BOSWELL
Address: P.O. Box 839, Boswell 74727

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	20
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	48	46	62	12
5th	45	44	59	59	14
7th	42	53	51	61	19
9th	55	49	53	68	13
11th	50	41	50	56	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	59	11
7th	44	61	17
9th	53	68	15
11th	49	56	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	24	-31
10th	44	36	-8

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	2.8	0.0	2.8	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	93.3	93.7	94.4	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.3	18.2	18.1	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	413	392	414	413	0
% Free/Reduced Lunch:	69	73	76	76	7
% Minority:	32	41	40	38	6
% Special Education:	10	11	8	8	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	31	32	34	4
Average Salary ($):	22,578	22,702	24,452	25,724	3,146
Average Experience:	13	19	17	11	-1
% Advanced Degree:	51	43	41	37	-14
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHOCTAW
District: FT TOWSON
Address: P.O. Box 39, Fort Towson 74735

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	23
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	28	58	74	16
5th	38	52	71	65	27
7th	44	42	50	64	20
9th	49	43	62	52	3
11th	44	31	42	45	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	28	65	37
7th	52	64	12
9th	42	52	10
11th	43	45	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	62	-15
10th	43	47	4

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.0	3.8	3.8	4.4	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	96.0	96.0	95.5	-1.2

Average Composite ACT

1991	1992	1993	+/-
18.2	16.5	16.9	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	411	427	432	420	9
% Free/Reduced Lunch:	71	68	64	66	-5
% Minority:	19	23	26	28	9
% Special Education:	11	11	10	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	32	33	33	34	2
Average Salary ($):	21,688	22,283	23,859	25,832	4,144
Average Experience:	12	17	16	12	0
% Advanced Degree:	27	24	21	21	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHOCTAW
District: GRANT
Address: P.O. Box 587, Grant 74738

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 12
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	27	50	76	80	53
5th	29	57	81	78	49
7th	32	62	79	42	10
9th	34	59	64	45	11
11th	17	63	58	33	16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	78	28
7th	57	42	-15
9th	62	45	-17
11th	59	33	-26

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	81	78	-3
10th	76	17	-59

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.1	3.8	0.0	0.0	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	94.4	95.1	93.6	-1.9

Average Composite ACT

1991	1992	1993	+/-
*	15.3	14.1	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	236	211	224	228	-8
% Free/Reduced Lunch:	95	100	100	100	5
% Minority:	66	73	74	78	12
% Special Education:	16	18	14	12	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	22	20	-2
Average Salary ($):	21,279	21,272	23,246	25,941	4,662
Average Experience:	11	10	8	9	-2
% Advanced Degree:	46	34	26	33	-13
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHOCTAW
District: SOPER
Address: P.O. Box 149, Soper 74759

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	57	64	50	12
5th	46	56	45	40	-6
7th	49	37	54	54	5
9th	61	53	49	50	-11
11th	47	35	51	42	-5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	40	-17
7th	56	54	-2
9th	37	50	13
11th	53	42	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	52	-19
10th	78	21	-57

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.1	3.5	3.9	1.3	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.6	95.8	95.3	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.6	*	17.0	-1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	289	293	264	266	-23
% Free/Reduced Lunch:	62	61	73	72	10
% Minority:	27	29	29	32	5
% Special Education:	6	6	6	6	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	21	20	19	-1
Average Salary ($):	22,083	22,047	23,981	26,014	3,931
Average Experience:	13	11	13	11	-3
% Advanced Degree:	36	37	47	43	7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CHOCTAW
District: HUGO
Address: 208 North Second Street, Hugo 74743

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	84
# of Administrators:	8	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	44	47	59	10
5th	47	47	52	61	14
7th	52	48	54	58	6
9th	49	55	61	62	13
11th	46	39	52	61	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	61	17
7th	47	58	11
9th	48	62	14
11th	55	61	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	57	-18
10th	46	56	10

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.4	6.1	5.4	2.0	-2.4

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	92.2	94.1	93.6	-0.1

Average Composite ACT

1991	1992	1993	+/-
18.9	18.8	19.5	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,637	1,640	1,607	1,631	-6
% Free/Reduced Lunch:	54	54	61	60	6
% Minority:	41	39	43	43	2
% Special Education:	8	8	9	9	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	103	105	105	107	4
Average Salary ($):	21,187	22,932	25,256	27,337	6,150
Average Experience:	11	12	13	12	1
% Advanced Degree:	35	35	38	37	2
Class-size Penalty ($):	38,509	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CIMARRON
District: BOISE CITY
Address: P.O. Box 1116, Boise City 73933

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	73	60	59	59	-14
5th	63	64	75	73	10
7th	68	71	69	63	-5
9th	69	74	70	67	-2
11th	66	62	65	67	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	73	13
7th	64	63	-1
9th	71	67	-4
11th	74	67	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	57	-15
10th	72	56	-16

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.9	0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.8	96.7	95.7	-0.9

Average Composite ACT

1991	1992	1993	+/-
20.6	19.4	20.1	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	435	418	430	430	-5
% Free/Reduced Lunch:	41	43	43	43	2
% Minority:	21	24	23	24	3
% Special Education:	13	14	11	12	-1
% Limited English Proficient:	6	4	9	15	9

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	36	37	38	39	3
Average Salary ($):	20,997	22,700	24,897	26,963	5,966
Average Experience:	11	11	11	11	0
% Advanced Degree:	17	14	13	18	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CIMARRON

District: FELT

Address: P.O. Box 47, Felt 73937

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	6
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	*	70	*	*
5th	76	70	65	*	*
7th	71	*	67	*	*
9th	*	*	82	*	*
11th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	70	*	*
9th	*	*	*
11th	*	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	45	*	*
10th	*	42	*

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	4.7	4.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.9	96.8	96.4	0.1

Average Composite ACT

1991	1992	1993	+/-
20.1	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	82	79	71	79	-3
% Free/Reduced Lunch:	61	63	68	61	0
% Minority:	9	9	10	11	2
% Special Education:	7	8	9	8	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	10	11	0
Average Salary ($):	18,132	21,436	22,612	24,346	6,214
Average Experience:	6	13	12	9	3
% Advanced Degree:	0	14	14	9	9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CIMARRON
District: KEYES
Address: P.O. Box 47, Keyes 73947

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0

# of Support Staff: 13
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	46	40	60	4
5th	63	88	60	59	-4
7th	58	50	*	75	17
9th	71	79	71	48	-23
11th	63	61	72	70	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	59	13
7th	88	75	-13
9th	50	48	-2
11th	79	70	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	71	14
10th	70	60	-10

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.7	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	96.9	96.9	96.2	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.4	20.2	20.9	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	150	152	141	143	-7
% Free/Reduced Lunch:	39	38	35	35	-4
% Minority:	7	9	11	13	6
% Special Education:	8	8	11	13	5
% Limited English Proficient:	0	0	0	7	7

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	15	15	1
Average Salary ($):	20,741	22,349	24,207	25,637	4,896
Average Experience:	15	17	15	9	-6
% Advanced Degree:	29	31	20	17	-12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CLEVELAND
District: MOORE
Address: 400 North Broadway, Moore 73160

1992-93 District Characteristics

Number of Sites: 24
# of Administrators: 53
# of Counselors: 41
# of Support Staff: 627
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	58	61	60	3
5th	61	61	63	64	3
7th	60	61	62	62	2
9th	63	64	65	66	3
11th	59	58	59	61	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	64	6
7th	61	62	1
9th	61	66	5
11th	64	61	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	54	-4
10th	52	53	1

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.0	3.4	4.4	3.9	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	96.0	95.4	95.2	-0.2

Average Composite ACT

1991	1992	1993	+/-
21.2	21.0	21.0	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	16,204	16,651	17,167	17,594	1,390
% Free/Reduced Lunch:	12	12	15	15	3
% Minority:	22	24	24	24	2
% Special Education:	11	10	11	11	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	893	948	980	1,029	136
Average Salary ($):	25,803	27,786	29,053	30,056	4,253
Average Experience:	11	11	11	11	0
% Advanced Degree:	38	37	36	37	-1
Class-size Penalty ($):	None	5,652	17,589	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CLEVELAND
District: NORMAN
Address: 131 South Flood, Norman 73069

1992-93 District Characteristics

Number of Sites: 23
# of Administrators: 41
# of Counselors: 30
# of Support Staff: 483
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	69	67	72	5
5th	70	70	72	75	5
7th	67	67	67	69	2
9th	69	73	67	67	-2
11th	68	69	73	71	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	75	6
7th	70	69	-1
9th	67	67	0
11th	73	71	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	67	-4
10th	69	56	-13

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.5	5.0	4.0	3.4	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	94.2	94.6	94.1	-0.8

Average Composite ACT

1991	1992	1993	+/-
22.4	22.5	21.8	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	11,060	11,526	11,784	11,968	908
% Free/Reduced Lunch:	17	16	17	16	-1
% Minority:	15	15	17	16	1
% Special Education:	10	9	10	12	2
% Limited English Proficient:	1	2	2	3	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	630	673	723	770	140
Average Salary ($):	26,399	28,729	28,564	28,934	2,535
Average Experience:	11	12	12	10	-1
% Advanced Degree:	54	51	49	49	-5
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CLEVELAND
District: NOBLE
Address: P.O. Box 499, Noble 73068

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	84
# of Administrators:	10	# of School Board Positions:	5
# of Counselors:	7	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	56	49	59	3
5th	51	52	60	56	5
7th	54	53	51	54	0
9th	57	50	57	59	2
11th	45	44	52	47	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	56	0
7th	52	54	2
9th	53	59	6
11th	50	47	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	59	-8
10th	61	42	-19

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.5	6.4	4.8	3.6	-1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	94.0	94.0	93.8	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.1	19.3	19.6	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,381	2,355	2,401	2,507	126
% Free/Reduced Lunch:	32	32	36	35	3
% Minority:	6	9	9	9	3
% Special Education:	12	12	14	14	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	135	144	146	149	14
Average Salary ($):	22,235	24,361	25,366	26,671	4,436
Average Experience:	9	9	9	9	0
% Advanced Degree:	20	22	20	22	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CLEVELAND
District: LEXINGTON
Address: 420 NE 4th, Lexington 73051

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	31
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	57	55	53	3
5th	59	64	54	61	2
7th	48	47	53	62	14
9th	62	56	48	55	-7
11th	51	41	59	51	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	61	4
7th	64	62	-2
9th	47	55	8
11th	56	51	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	56	-13
10th	45	40	-5

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.7	4.1	4.0	4.4	-0.3

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.1	94.7	93.6	-0.9

Average Composite ACT

1991	1992	1993	+/-
19.2	18.6	19.5	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	878	899	880	890	12
% Free/Reduced Lunch:	30	29	33	33	3
% Minority:	17	16	10	13	-4
% Special Education:	15	15	15	15	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	52	53	55	52	0
Average Salary ($):	23,646	25,558	25,817	27,385	3,739
Average Experience:	10	10	12	11	1
% Advanced Degree:	24	27	28	33	9
Class-size Penalty ($):	None	3,128	22,000	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CLEVELAND

District: LITTLE AXE

Address: 2000 168 Avenue, NE, Norman 73071

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	81
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	58	57	58	6
5th	56	60	47	61	5
7th	62	53	61	59	-3
9th	62	54	54	48	-14
11th	57	58	60	50	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	61	3
7th	60	59	-1
9th	53	48	-5
11th	54	50	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	70	-4
10th	59	53	-6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	2.5	1.9	3.2	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
91.1	93.1	93.2	93.3	2.2

Average Composite ACT

1991	1992	1993	+/-
21.0	19.6	21.5	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,250	1,248	1,311	1,337	87
% Free/Reduced Lunch:	38	38	41	41	3
% Minority:	24	25	25	27	3
% Special Education:	9	9	13	13	4
% Limited English Proficient:	11	42	31	29	18

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	75	75	80	85	10
Average Salary ($):	23,409	24,914	26,682	27,069	3,660
Average Experience:	8	8	8	8	0
% Advanced Degree:	31	27	33	35	4
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COAL
District: COALGATE
Address: P.O. Box 368, Coalgate 74538

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	38
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	39	62	49	-6
5th	52	59	56	58	6
7th	57	47	49	57	0
9th	49	48	53	53	4
11th	46	47	37	46	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	39	58	19
7th	59	57	-2
9th	47	53	6
11th	48	46	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	47	40	-7
10th	46	50	4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.7	6.2	2.6	4.2	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.8	95.7	95.2	-1.1

Average Composite ACT

1991	1992	1993	+/-
20.2	21.2	17.6	-2.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	692	672	685	666	-26
% Free/Reduced Lunch:	63	65	52	54	-9
% Minority:	32	41	41	36	4
% Special Education:	8	8	10	11	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	51	54	48	47	-4
Average Salary ($):	22,026	23,187	25,055	26,760	4,734
Average Experience:	11	16	17	13	2
% Advanced Degree:	49	55	54	65	16
Class-size Penalty ($):	None	876	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COAL
District: TUPELO
Address: P.O. Box 310, Tupelo 74572

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0

# of Support Staff: 17
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	47	58	53	-5
5th	41	45	38	47	6
7th	43	54	43	46	3
9th	55	53	39	54	-1
11th	56	47	52	52	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	47	0
7th	45	46	1
9th	54	54	0
11th	53	52	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	50	71	21
10th	51	39	-12

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.3	1.4	3.9	1.2	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	95.4	95.4	95.1	0.6

Average Composite ACT

1991	1992	1993	+/-
19.5	17.2	19.3	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	239	218	232	239	0
% Free/Reduced Lunch:	77	84	80	78	1
% Minority:	47	46	39	45	-2
% Special Education:	18	19	17	16	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	23	22	22	0
Average Salary ($):	22,137	22,629	24,310	26,255	4,118
Average Experience:	11	13	14	14	3
% Advanced Degree:	39	51	54	54	15
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COAL
District: OLNEY
Address: P.O. Box 129, Clarita 74535

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	39	53	55	0
5th	66	65	60	40	-26
7th	79	60	71	52	-27
9th	44	59	81	68	24
11th	46	45	38	51	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	39	40	1
7th	65	52	-13
9th	60	68	8
11th	59	51	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	40	-38
10th	42	60	18

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	0.0	0.0	0.0	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
98.2	98.9	98.6	95.4	-2.8

Average Composite ACT

1991	1992	1993	+/-
18.7	*	15.5	-3.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	151	138	133	111	-40
% Free/Reduced Lunch:	65	71	69	83	18
% Minority:	34	36	28	39	5
% Special Education:	14	15	5	9	-5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	10	11	11	-1
Average Salary ($):	19,314	21,634	22,610	24,689	5,375
Average Experience:	9	11	9	10	1
% Advanced Degree:	42	45	29	38	-4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE
District: CACHE
Address: P.O. Box 418, Cache 73527

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	51
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	54	54	62	13
5th	56	56	50	59	3
7th	58	53	57	68	10
9th	51	63	56	53	2
11th	54	58	50	64	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	59	5
7th	56	68	12
9th	53	53	0
11th	63	64	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	66	8
10th	56	33	-23

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.2	1.0	1.8	3.1	1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.9	94.8	94.1	-1.0

Average Composite ACT

1991	1992	1993	+/-
19.4	20.0	18.9	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	901	950	953	1,035	134
% Free/Reduced Lunch:	48	46	47	44	-4
% Minority:	28	28	28	26	-2
% Special Education:	14	14	12	11	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	68	69	71	73	5
Average Salary ($):	27,344	27,882	28,145	28,149	805
Average Experience:	11	14	15	12	1
% Advanced Degree:	33	29	28	29	-4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE
District: INDIAHOMA
Address: P.O. Box 8, Indiahoma 73552

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	35	53	38	-24
5th	43	60	65	42	-1
7th	43	70	63	54	11
9th	54	58	69	73	19
11th	48	*	68	54	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	35	42	7
7th	60	54	-6
9th	70	73	3
11th	58	54	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	47	88	41
10th	47	35	-12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.6	2.2	0.0	13.1	9.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.8	95.5	94.0	-1.7

Average Composite ACT

1991	1992	1993	+/-
15.8	*	19.4	3.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	203	190	189	203	0
% Free/Reduced Lunch:	42	45	49	45	3
% Minority:	38	42	39	35	-3
% Special Education:	13	14	16	13	0
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	19	17	17	-2
Average Salary ($):	22,493	23,455	24,145	25,624	3,131
Average Experience:	12	14	13	10	-2
% Advanced Degree:	23	24	8	9	-14
Class-size Penalty ($):	None	167	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE
District: STERLING
Address: P.O. Box 158, Sterling 73567

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	20
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	69	57	78	8
5th	75	67	80	78	3
7th	63	60	71	64	1
9th	53	66	57	62	9
11th	43	61	39	58	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	78	9
7th	67	64	-3
9th	60	62	2
11th	66	58	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	63	-10
10th	57	59	2

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	4.2	2.0	1.0	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.7	96.4	96.4	0.6

Average Composite ACT

1991	1992	1993	+/-
19.6	19.1	17.6	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	328	306	323	321	-7
% Free/Reduced Lunch:	41	44	40	40	-1
% Minority:	13	6	15	10	-3
% Special Education:	9	9	9	10	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	24	22	23	-2
Average Salary ($):	23,677	24,725	25,044	26,712	3,035
Average Experience:	11	13	12	13	2
% Advanced Degree:	26	23	29	37	11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE

District: GERONIMO

Address: P.O. Box 98, Geronimo 73543

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	23
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	51	55	32	-12
5th	41	70	46	63	22
7th	49	42	55	57	8
9th	51	48	49	52	1
11th	40	30	57	33	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	63	12
7th	70	57	-13
9th	42	52	10
11th	48	33	-15

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	70	22
10th	50	44	-6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.5	0.0	0.0	5.5	2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.7	95.0	93.8	-0.7

Average Composite ACT

1991	1992	1993	+/-
15.7	17.7	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	325	345	327	362	37
% Free/Reduced Lunch:	41	39	50	45	4
% Minority:	26	29	29	30	4
% Special Education:	12	11	15	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	25	27	34	9
Average Salary ($):	21,264	23,184	24,765	27,640	6,376
Average Experience:	9	12	11	10	1
% Advanced Degree:	24	24	31	40	16
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE

District: LAWTON

Address: P.O. Box 1009, Lawton 73502

1992-93 District Characteristics

Number of Sites:	43	# of Support Staff:	1,115
# of Administrators:	75	# of School Board Positions:	5
# of Counselors:	38	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	44	57	59	12
5th	52	52	59	61	9
7th	55	55	55	57	2
9th	61	61	59	61	0
11th	53	54	55	54	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	61	17
7th	52	57	5
9th	55	61	6
11th	61	54	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	50	-5
10th	60	48	-12

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.7	5.8	5.5	6.2	2.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.2	95.2	94.8	-0.4

Average Composite ACT

1991	1992	1993	+/-
20.2	20.1	20.6	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	17,583	17,712	18,582	18,525	942
% Free/Reduced Lunch:	37	37	44	44	7
% Minority:	38	39	40	42	4
% Special Education:	8	8	8	9	1
% Limited English Proficient:	0	1	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	1,037	1,039	1,053	1,049	12
Average Salary ($):	28,693	29,185	30,133	31,142	2,449
Average Experience:	13	13	14	13	0
% Advanced Degree:	38	39	38	37	-1
Class-size Penalty ($):	35,974	None	951	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE
District: FLETCHER
Address: P.O. Box 489, Fletcher 73541

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	17
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	71	71	67	7
5th	50	44	60	67	17
7th	55	63	58	56	1
9th	54	54	54	63	9
11th	64	58	50	48	-16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	67	-4
7th	44	56	12
9th	63	63	0
11th	54	48	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	35	-9
10th	56	43	-13

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	3.0	2.1	3.7	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	96.2	96.3	95.8	-0.1

Average Composite ACT

1991	1992	1993	+/-
21.3	20.2	19.6	-1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	399	419	405	429	30
% Free/Reduced Lunch:	37	35	44	41	4
% Minority:	15	18	16	14	-1
% Special Education:	11	11	11	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	31	32	32	2
Average Salary ($):	21,609	22,309	23,614	25,367	3,758
Average Experience:	10	10	19	11	1
% Advanced Degree:	27	27	21	18	-9
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE

District: ELGIN

Address: P.O. Box 369, Elgin 73538

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	48
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	52	56	63	5
5th	68	66	63	65	-3
7th	55	50	50	66	11
9th	54	58	59	60	6
11th	55	48	46	62	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	65	13
7th	66	66	0
9th	50	60	10
11th	58	62	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	65	21
10th	52	60	8

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.1	2.2	1.1	1.3	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	94.9	95.0	94.9	-0.3

Average Composite ACT

1991	1992	1993	+/-
19.3	19.3	19.0	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	960	995	1,049	1,090	130
% Free/Reduced Lunch:	33	32	38	36	3
% Minority:	19	20	23	20	1
% Special Education:	9	9	9	10	1
% Limited English Proficient:	1	2	1	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	61	63	65	68	7
Average Salary ($):	23,041	24,712	25,687	27,032	3,991
Average Experience:	11	15	13	11	1
% Advanced Degree:	33	36	40	39	6
Class-size Penalty ($):	Exempt	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COMANCHE

District: CHATTANOOGA

Address: P.O. Box 129, Chattanooga 73528

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	44	47	71	3
5th	56	55	71	51	-5
7th	54	65	57	53	-1
9th	68	81	68	66	-2
11th	62	51	67	69	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	51	7
7th	55	53	-2
9th	65	66	1
11th	81	69	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	58	-21
10th	38	49	11

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	97.1	97.0	96.2	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.8	18.1	20.4	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	190	204	203	205	15
% Free/Reduced Lunch:	40	37	49	48	8
% Minority:	11	9	11	12	1
% Special Education:	17	16	18	17	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	17	18	17	3
Average Salary ($):	22,989	23,177	24,286	25,732	2,743
Average Experience:	14	14	15	11	-3
% Advanced Degree:	25	21	9	4	-21
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COTTON
District: WALTERS
Address: 418 S. Broadway, Walters 73572

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	25
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	41	53	58	0
5th	53	56	60	59	6
7th	62	63	52	51	-11
9th	57	59	56	69	12
11th	41	45	55	52	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	59	18
7th	56	51	-5
9th	63	69	6
11th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	41	-13
10th	49	68	19

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.3	3.1	3.7	3.8	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.1	96.1	95.1	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.3	17.9	18.5	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	701	658	660	689	-12
% Free/Reduced Lunch:	31	33	33	31	0
% Minority:	20	20	20	19	-1
% Special Education:	7	7	9	9	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	42	42	44	44	2
Average Salary ($):	22,495	23,685	24,952	26,294	3,799
Average Experience:	10	13	14	11	1
% Advanced Degree:	19	19	24	26	7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COTTON
District: TEMPLE
Address: P.O. Box 400, Temple 73568

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	41	45	65	13
5th	44	51	57	63	19
7th	37	48	53	46	9
9th	50	42	41	52	2
11th	47	53	49	44	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	63	22
7th	51	46	-5
9th	48	52	4
11th	42	44	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	73	-7
10th	62	45	-17

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	2.0	6.1	3.4	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.8	95.8	95.3	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.9	19.1	20.5	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	314	306	301	291	-23
% Free/Reduced Lunch:	59	61	56	58	-1
% Minority:	28	25	27	25	-3
% Special Education:	15	15	13	20	5
% Limited English Proficient:	5	7	10	7	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	24	23	21	-2
Average Salary ($):	22,601	23,019	25,001	25,048	2,447
Average Experience:	13	10	11	6	-7
% Advanced Degree:	33	32	28	9	-24
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: COTTON
District: BIG PASTURE
Address: P.O. Box 167, Randlett 73562

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	36	46	57	61	25
5th	50	57	55	56	6
7th	64	62	60	63	-1
9th	62	43	59	60	-2
11th	47	51	52	44	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	56	10
7th	57	63	6
9th	62	60	-2
11th	43	44	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	80	15
10th	48	76	28

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	1.1	0.0	1.3	0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	94.9	96.3	95.8	0.2

Average Composite ACT

1991	1992	1993	+/-
19.0	19.5	18.8	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	265	260	264	256	-9
% Free/Reduced Lunch:	34	35	37	38	4
% Minority:	7	6	6	8	1
% Special Education:	14	14	15	16	2
% Limited English Proficient:	5	6	5	1	-4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	18	18	19	2
Average Salary ($):	22,967	24,046	24,814	26,515	3,548
Average Experience:	12	11	11	12	1
% Advanced Degree:	24	34	34	36	12
Class-size Penalty ($):	7,190	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CRAIG
District: WHITE OAK
Address: Route 4, Box 274, Vinita 74301

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	25	75	66	31
5th	49	23	57	71	22
7th	38	37	60	70	32
9th	45	22	44	70	25
11th	31	35	71	58	27

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	25	71	46
7th	23	70	47
9th	37	70	33
11th	22	58	36

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	53	-25
10th	26	66	40

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	3.1	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	96.1	95.0	96.2	1.2

Average Composite ACT

1991	1992	1993	+/-
*	17.0	18.1	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	202	195	180	203	1
% Free/Reduced Lunch:	63	66	65	58	-5
% Minority:	86	71	74	78	-8
% Special Education:	9	9	8	11	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	16	17	16	0
Average Salary ($):	22,852	22,438	24,190	25,542	2,690
Average Experience:	10	10	11	11	1
% Advanced Degree:	19	13	19	9	-10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CRAIG
District: KETCHUM
Address: P.O. Box 720, Ketchum 74349

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	54	60	58	-6
5th	46	69	70	73	27
7th	59	48	52	78	19
9th	63	59	63	55	-8
11th	57	43	65	70	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	73	19
7th	69	78	9
9th	48	55	7
11th	59	70	11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	73	15
10th	68	55	-13

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.3	3.6	1.4	0.8	-0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.8	95.1	94.9	95.4	-1.4

Average Composite ACT

1991	1992	1993	+/-
22.0	19.0	19.0	-3.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	436	445	478	469	33
% Free/Reduced Lunch:	42	41	49	50	8
% Minority:	50	51	51	58	8
% Special Education:	7	7	4	7	0
% Limited English Proficient:	0	9	26	28	28

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	28	28	30	4
Average Salary ($):	24,545	26,883	27,008	28,326	3,781
Average Experience:	13	15	14	13	0
% Advanced Degree:	33	34	31	39	6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CRAIG
District: WELCH
Address: P.O. Box 189, Welch 74369

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	16
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	73	85	72	25
5th	64	61	66	74	10
7th	59	51	67	56	-3
9th	41	59	66	59	18
11th	45	47	43	61	16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	73	74	1
7th	61	56	-5
9th	51	59	8
11th	59	61	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	64	1
10th	50	61	11

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.0	1.0	0.0	0.0	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	97.0	96.8	96.0	0.1

Average Composite ACT

1991	1992	1993	+/-
18.0	18.6	16.9	-1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	333	343	339	343	10
% Free/Reduced Lunch:	37	36	38	38	1
% Minority:	28	30	29	32	4
% Special Education:	10	10	7	8	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	28	28	28	2
Average Salary ($):	20,282	22,913	25,211	27,105	6,823
Average Experience:	10	16	16	9	-1
% Advanced Degree:	11	9	7	7	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CRAIG
District: BLUEJACKET
Address: P.O. Box 29, Bluejacket 74333

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	21	72	67	20
5th	56	34	41	44	-12
7th	50	36	46	46	-4
9th	53	68	50	43	-10
11th	49	49	50	73	24

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	21	44	23
7th	34	46	12
9th	36	43	7
11th	68	73	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	22	-34
10th	74	10	-64

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	97.1	96.7	95.8	-0.8

Average Composite ACT

1991	1992	1993	+/-
20.0	18.5	18.0	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	255	243	237	239	-16
% Free/Reduced Lunch:	42	44	42	41	-1
% Minority:	64	64	49	41	-23
% Special Education:	12	13	13	11	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	19	19	19	1
Average Salary ($):	22,108	23,498	26,128	25,466	3,358
Average Experience:	11	11	14	11	0
% Advanced Degree:	39	32	25	27	-12
Class-size Penalty ($):	None	1,627	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CRAIG
District: VINITA
Address: P.O. Box 408, Vinita 74301

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	58
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	59	52	57	-5
5th	66	62	62	64	-2
7th	53	53	64	55	2
9th	61	64	57	51	-10
11th	55	54	56	58	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	64	5
7th	62	55	-7
9th	53	51	-2
11th	64	58	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	51	-19
10th	65	64	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	1.7	4.7	1.5	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	95.0	96.4	93.8	-0.6

Average Composite ACT

1991	1992	1993	+/-
21.0	19.6	19.8	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,342	1,349	1,379	1,439	97
% Free/Reduced Lunch:	29	29	33	34	5
% Minority:	31	31	28	34	3
% Special Education:	11	11	9	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	87	89	88	93	6
Average Salary ($):	23,189	25,177	25,982	27,659	4,470
Average Experience:	12	14	15	12	0
% Advanced Degree:	31	29	31	29	-2
Class-size Penalty ($):	None	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: BRISTOW
Address: 134 West Ninth St., Bristow 74010

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	76
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	47	56	59	4
5th	52	60	59	56	4
7th	50	61	52	66	16
9th	61	65	58	65	4
11th	52	58	56	59	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	56	9
7th	60	66	6
9th	61	65	4
11th	65	59	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	76	6
10th	63	60	-3

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.0	2.2	3.2	2.5	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
92.1	95.6	92.7	93.4	1.3

Average Composite ACT

1991	1992	1993	+/-
20.0	20.8	19.6	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,631	1,567	1,616	1,595	-36
% Free/Reduced Lunch:	36	38	38	38	2
% Minority:	24	24	26	26	2
% Special Education:	8	9	8	10	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	95	98	97	97	2
Average Salary ($):	25,483	27,148	27,200	27,280	1,797
Average Experience:	12	13	12	11	0
% Advanced Degree:	41	36	35	34	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK

District: MANNFORD

Address: P.O. Drawer 100, Mannford 74044

1992-93 District Characteristics

Number of Sites: 3

# of Administrators: 6

# of Counselors: 1

# of Support Staff: 46

# of School Board Positions: 5

Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	57	53	48	-10
5th	62	57	63	65	3
7th	60	64	63	64	4
9th	62	61	53	62	0
11th	57	52	62	63	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	65	8
7th	57	64	7
9th	64	62	-2
11th	61	63	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	50	55	5
10th	46	62	16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.2	5.2	3.6	4.3	2.1

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	93.8	94.3	93.5	-0.2

Average Composite ACT

1991	1992	1993	+/-
20.2	19.8	20.3	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,312	1,317	1,318	1,333	21
% Free/Reduced Lunch:	20	20	20	20	0
% Minority:	8	9	8	9	1
% Special Education:	11	11	9	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	83	83	82	82	-1
Average Salary ($):	24,517	25,465	25,956	26,766	2,249
Average Experience:	11	10	10	10	-1
% Advanced Degree:	31	30	30	29	-2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: MOUNDS
Address: P.O. Box 189, Mounds 74047

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	25
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	41	57	54	1
5th	59	50	63	60	1
7th	53	52	58	55	2
9th	51	51	50	50	-1
11th	53	55	53	56	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	60	19
7th	50	55	5
9th	52	50	-2
11th	51	56	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	51	21	-30
10th	37	39	2

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.7	2.1	1.7	1.7	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
97.7	97.5	96.8	96.1	-1.6

Average Composite ACT

1991	1992	1993	+/-
20.9	19.1	19.3	-1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	627	613	596	596	-31
% Free/Reduced Lunch:	34	34	32	32	-2
% Minority:	9	9	9	16	7
% Special Education:	10	10	11	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	38	39	39	2
Average Salary ($):	21,503	23,318	24,599	25,705	4,202
Average Experience:	12	16	17	11	-1
% Advanced Degree:	24	24	34	33	9
Class-size Penalty ($):	None	Exempt	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: OLIVE
Address: Route 1, Box 337, Drumright 74030

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	23
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	51	60	56	0
5th	58	38	52	51	-7
7th	61	41	55	49	-12
9th	49	61	62	38	-11
11th	38	55	47	53	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	51	0
7th	38	49	11
9th	41	38	-3
11th	61	53	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	41	-27
10th	50	48	-2

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	0.0	0.0	2.2	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	94.2	95.2	95.0	-0.6

Average Composite ACT

1991	1992	1993	+/-
18.8	17.4	16.9	-1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	381	385	378	400	19
% Free/Reduced Lunch:	36	36	42	40	4
% Minority:	14	18	21	23	9
% Special Education:	14	14	12	12	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	29	27	28	29	0
Average Salary ($):	20,647	22,063	22,524	24,604	3,957
Average Experience:	6	7	5	6	0
% Advanced Degree:	16	33	29	31	15
Class-size Penalty ($):	5,568	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: KIEFER
Address: P.O. Box 850, Kiefer 74041

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	45	32	62	19
5th	32	45	48	63	31
7th	43	51	31	50	7
9th	50	52	43	51	1
11th	39	47	49	38	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	63	18
7th	45	50	5
9th	51	51	0
11th	52	38	-14

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	39	26	-13
10th	55	27	-28

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.2	1.1	0.0	2.1	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.1	95.5	94.5	-0.4

Average Composite ACT

1991	1992	1993	+/-
17.1	18.1	18.0	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	455	468	446	419	-36
% Free/Reduced Lunch:	21	20	34	36	15
% Minority:	14	11	11	12	-2
% Special Education:	12	12	13	13	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	33	33	34	1
Average Salary ($):	19,521	21,440	23,099	24,736	5,215
Average Experience:	6	5	7	7	1
% Advanced Degree:	3	6	8	5	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK

District: OILTON

Address: P.O. Drawer 130, Oilton 74052

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	41	35	63	61	20
5th	29	59	68	45	16
7th	37	36	38	53	16
9th	47	33	56	48	1
11th	41	27	58	31	-10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	35	45	10
7th	59	53	-6
9th	36	48	12
11th	33	31	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	45	48	3
10th	67	66	-1

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
12.2	5.7	1.9	0.8	-11

Student Attendance Rate

1990	1991	1992	1993	+/-
93.9	93.1	93.6	92.2	-1.7

Average Composite ACT

1991	1992	1993	+/-
16.7	19.0	18.8	2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	293	328	322	338	45
% Free/Reduced Lunch:	60	53	55	52	-8
% Minority:	3	4	3	2	-1
% Special Education:	11	10	14	13	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	20	22	22	4
Average Salary ($):	20,653	22,474	23,236	25,219	4,566
Average Experience:	8	8	5	4	-4
% Advanced Degree:	12	5	0	5	-7
Class-size Penalty ($):	None	1,418	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: DEPEW
Address: P.O. Box 257, Depew 74028

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	20
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	44	50	53	0
5th	46	32	46	55	9
7th	66	55	63	52	-14
9th	45	57	49	45	0
11th	33	40	49	51	18

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	55	11
7th	32	52	20
9th	55	45	-10
11th	57	51	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	36	-37
10th	38	24	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.7	0.6	1.9	1.3	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.0	95.2	95.6	-0.7

Average Composite ACT

1991	1992	1993	+/-
18.5	19.0	17.8	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	376	378	399	418	42
% Free/Reduced Lunch:	50	50	45	43	-7
% Minority:	12	12	12	17	5
% Special Education:	6	6	6	11	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	22	23	1
Average Salary ($):	23,847	25,235	25,977	26,695	2,848
Average Experience:	8	12	10	9	1
% Advanced Degree:	27	17	17	17	-10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: KELLYVILLE
Address: P.O. Box 99, Kellyville 74039

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	36
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	40	50	54	8
5th	56	44	57	56	0
7th	59	59	58	58	-1
9th	59	60	63	55	-4
11th	55	60	56	50	-5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	40	56	16
7th	44	58	14
9th	59	55	-4
11th	60	50	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	37	-11
10th	56	23	-33

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	4.1	1.8	1.6	-0.4

Student Attendance Rate

1990	1991	1992	1993	+/-
93.8	94.0	93.5	92.2	-1.6

Average Composite ACT

1991	1992	1993	+/-
20.0	20.9	20.7	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,146	1,114	1,104	1,153	7
% Free/Reduced Lunch:	37	38	40	39	2
% Minority:	19	21	20	19	0
% Special Education:	12	12	15	14	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	76	76	75	77	1
Average Salary ($):	22,096	22,827	25,143	26,927	4,831
Average Experience:	9	9	10	9	0
% Advanced Degree:	23	23	25	30	7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: SAPULPA
Address: 1 South Mission, Sapulpa 74066

1992-93 District Characteristics

Number of Sites: 10
# of Administrators: 15
# of Counselors: 12
# of Support Staff: 189
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	52	50	56	4
5th	59	58	62	63	4
7th	54	60	60	58	4
9th	61	59	57	59	-2
11th	50	56	59	58	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	63	11
7th	58	58	0
9th	60	59	-1
11th	59	58	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	71	-3
10th	74	68	-6

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.0	2.1	4.5	4.1	1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	94.4	93.4	92.8	-0.9

Average Composite ACT

1991	1992	1993	+/-
20.1	20.0	20.2	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	4,115	3,981	3,953	4,060	-55
% Free/Reduced Lunch:	30	31	34	33	3
% Minority:	18	17	18	19	1
% Special Education:	10	10	11	12	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	210	218	220	224	14
Average Salary ($):	25,263	26,872	28,102	28,507	3,244
Average Experience:	13	13	15	13	0
% Advanced Degree:	29	29	33	34	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CREEK
District: DRUMRIGHT
Address: 301 S. Pennsylvania, Drumright 74030

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 5
# of Counselors: 1
# of Support Staff: 30
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	55	40	54	6
5th	54	57	59	67	13
7th	61	56	66	62	1
9th	62	62	59	53	-9
11th	42	50	52	56	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	67	12
7th	57	62	5
9th	56	53	-3
11th	62	56	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	47	-9
10th	53	43	-10

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
7.2	4.9	4.2	4.5	-2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	94.7	94.7	94.1	-1.3

Average Composite ACT

1991	1992	1993	+/-
18.6	19.0	18.7	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	559	604	642	656	97
% Free/Reduced Lunch:	48	44	49	48	0
% Minority:	6	6	8	14	8
% Special Education:	11	10	15	15	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	39	37	41	43	4
Average Salary ($):	22,632	23,922	25,041	26,912	4,280
Average Experience:	14	14	13	13	-1
% Advanced Degree:	49	54	47	45	-4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CUSTER
District: CUSTER CITY
Address: P.O. Box 200, Custer City 73639

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	13
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	40	59	77	28
5th	70	72	65	56	-14
7th	64	61	70	65	1
9th	63	47	55	29	-34
11th	66	64	56	36	-30

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	40	56	16
7th	72	65	-7
9th	61	29	-32
11th	47	36	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	22	-33
10th	56	32	-24

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.0	0.0	0.0	0.0	-5.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	97.0	96.0	95.5	-1.4

Average Composite ACT

1991	1992	1993	+/-
20.5	18.8	17.8	-2.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	180	177	175	162	-18
% Free/Reduced Lunch:	45	46	45	49	4
% Minority:	6	15	17	13	7
% Special Education:	7	7	4	6	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	15	17	17	1
Average Salary ($):	24,512	24,366	25,529	27,081	2,569
Average Experience:	14	13	15	9	-5
% Advanced Degree:	69	57	54	64	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CUSTER
District: ARAPAHO
Address: P.O. Box 160, Arapaho 73620

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	76	58	65	71	-5
5th	75	76	85	74	-1
7th	62	69	80	71	9
9th	58	74	71	76	18
11th	60	50	60	72	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	74	16
7th	76	71	-5
9th	69	76	7
11th	74	72	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	65	-9
10th	54	80	26

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.1	2.6	0.0	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	96.9	99.4	96.8	0.3

Average Composite ACT

1991	1992	1993	+/-
19.5	18.5	19.7	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	302	303	279	292	-10
% Free/Reduced Lunch:	35	35	53	51	16
% Minority:	15	9	10	13	-2
% Special Education:	9	9	13	14	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	25	22	22	-4
Average Salary ($):	24,194	27,177	25,299	27,102	2,908
Average Experience:	11	13	13	12	1
% Advanced Degree:	62	67	65	65	3
Class-size Penalty ($):	None	3,838	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CUSTER
District: THOMAS
Address: P.O. Box 190, Thomas 73669

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	16
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	57	64	54	-12
5th	63	65	77	64	1
7th	61	55	70	70	9
9th	69	61	63	55	-14
11th	53	51	60	60	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	64	7
7th	65	70	5
9th	55	55	0
11th	61	60	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	60	-3
10th	63	57	-6

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.7	0.8	1.0	0.0	-4.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	96.7	97.1	96.0	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.0	18.3	18.6	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	385	411	380	414	29
% Free/Reduced Lunch:	36	34	38	35	-1
% Minority:	15	13	12	9	-6
% Special Education:	8	8	9	7	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	31	30	31	32	1
Average Salary ($):	24,542	25,563	26,417	27,608	3,066
Average Experience:	16	16	27	15	-1
% Advanced Degree:	80	76	79	72	-8
Class-size Penalty ($):	7,682	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CUSTER
District: WEATHERFORD
Address: 516 North Broadway, Weatherford 73096

1992-93 District Characteristics

Number of Sites: 5
# of Administrators: 8
# of Counselors: 7
# of Support Staff: 80
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	66	62	72	8
5th	66	69	74	71	5
7th	74	75	71	68	-6
9th	70	70	74	68	-2
11th	61	68	69	66	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	71	5
7th	69	68	-1
9th	75	68	-7
11th	70	66	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	45	-14
10th	61	71	10

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.6	1.7	2.1	2.5	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.9	96.3	95.9	0.7

Average Composite ACT

1991	1992	1993	+/-
20.1	21.3	21.6	1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,015	1,990	2,049	2,100	85
% Free/Reduced Lunch:	23	24	26	25	2
% Minority:	12	12	13	13	1
% Special Education:	9	9	9	7	-2
% Limited English Proficient:	0	0	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	122	126	133	138	16
Average Salary ($):	25,584	26,930	27,562	28,183	2,599
Average Experience:	11	12	13	12	1
% Advanced Degree:	73	71	71	69	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CUSTER
District: BUTLER
Address: P.O. Box 127, Butler 73625

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	64	51	62	13
5th	59	81	57	72	13
7th	56	65	52	71	15
9th	59	58	69	67	8
11th	44	53	45	58	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	72	8
7th	81	71	-10
9th	65	67	2
11th	58	58	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	68	13
10th	52	47	-5

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.9	0.0	2.1	0.0	-1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
97.2	97.3	97.9	98.3	1.1

Average Composite ACT

1991	1992	1993	+/-
17.8	18.0	17.1	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	183	165	163	153	-30
% Free/Reduced Lunch:	52	58	55	59	7
% Minority:	10	11	12	10	0
% Special Education:	8	9	10	6	-2
% Limited English Proficient:	2	2	0	0	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	17	17	17	-1
Average Salary ($):	21,381	23,752	24,861	26,339	4,958
Average Experience:	12	12	11	11	-1
% Advanced Degree:	72	70	66	59	-13
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: CUSTER

District: CLINTON

Address: P.O. Box 729, Clinton 73601

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	94
# of Administrators:	9	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	44	53	58	5
5th	56	60	59	60	4
7th	49	55	56	60	11
9th	53	54	52	52	-1
11th	44	51	52	47	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	60	16
7th	60	60	0
9th	55	52	-3
11th	54	47	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	59	-14
10th	57	52	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
7.7	4.5	5.8	5.0	-2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.2	95.4	94.8	-0.1

Average Composite ACT

1991	1992	1993	+/-
18.9	19.7	20.8	1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,943	1,960	2,050	2,046	103
% Free/Reduced Lunch:	47	47	62	62	15
% Minority:	37	38	39	39	2
% Special Education:	10	10	10	11	1
% Limited English Proficient:	4	2	2	6	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	133	137	141	144	11
Average Salary ($):	24,088	25,203	26,261	26,537	2,449
Average Experience:	10	10	11	11	1
% Advanced Degree:	52	52	49	56	4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE

District: JAY

Address: P.O. Box 2000, Jay 74346

1992-93 District Characteristics

Number of Sites: 3

# of Administrators: 6

# of Counselors: 4

# of Support Staff: 65

# of School Board Positions: 5

Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	38	51	61	16
5th	44	44	55	47	3
7th	48	49	52	57	9
9th	57	55	58	56	-1
11th	50	51	49	46	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	47	9
7th	44	57	13
9th	49	56	7
11th	55	46	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	30	-28
10th	45	36	-9

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.5	8.1	11.0	11.1	6.6

Student Attendance Rate

1990	1991	1992	1993	+/-
92.7	92.5	91.7	91.8	-0.9

Average Composite ACT

1991	1992	1993	+/-
18.2	18.8	18.4	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,469	1,490	1,525	1,539	70
% Free/Reduced Lunch:	66	65	66	65	-1
% Minority:	52	50	49	49	-3
% Special Education:	11	10	11	11	0
% Limited English Proficient:	3	3	4	0	-3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	102	103	105	110	8
Average Salary ($):	22,622	25,358	26,056	28,015	5,393
Average Experience:	11	11	11	11	0
% Advanced Degree:	40	38	36	36	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE
District: GROVE
Address: P.O. Box 789, Grove 74344

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	72
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	66	57	62	-2
5th	61	65	67	72	11
7th	53	53	52	51	-2
9th	60	58	60	58	-2
11th	48	57	50	55	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	72	6
7th	65	51	-14
9th	53	58	5
11th	58	55	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	39	-13
10th	66	58	-8

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.6	3.2	7.1	3.5	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	94.9	94.9	94.1	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.4	20.6	20.7	1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,536	1,609	1,634	1,690	154
% Free/Reduced Lunch:	43	41	41	39	-4
% Minority:	23	30	33	38	15
% Special Education:	9	9	9	9	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	96	99	101	106	10
Average Salary ($):	24,380	27,927	28,677	29,699	5,319
Average Experience:	13	14	16	13	0
% Advanced Degree:	54	53	54	51	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE
District: KANSAS
Address: P.O. Box 196, Kansas 74347

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 38
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	43	47	61	8
5th	55	47	64	49	-6
7th	59	38	59	57	-2
9th	49	47	60	49	0
11th	41	37	59	59	18

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	43	49	6
7th	47	57	10
9th	38	49	11
11th	47	59	12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	41	-18
10th	47	33	-14

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.1	7.7	1.1	2.4	-0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
93.3	92.7	92.8	92.2	-1.1

Average Composite ACT

1991	1992	1993	+/-
18.0	18.7	20.1	2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	536	544	527	519	-17
% Free/Reduced Lunch:	77	76	72	73	-4
% Minority:	52	58	57	58	6
% Special Education:	9	9	10	11	2
% Limited English Proficient:	0	0	0	56	56

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	51	48	46	-4
Average Salary ($):	22,294	22,867	24,459	26,578	4,284
Average Experience:	11	12	15	12	1
% Advanced Degree:	36	35	32	44	8
Class-size Penalty ($):	None	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE
District: COLCORD
Address: P.O. Box 188, Colcord 74338

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 44
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	61	54	59	14
5th	29	64	50	57	28
7th	41	39	53	47	6
9th	47	54	53	52	5
11th	54	53	49	62	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	57	-4
7th	64	47	-17
9th	39	52	13
11th	54	62	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	29	-15
10th	40	39	-1

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
7.6	6.6	6.6	9.9	2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
93.8	93.5	93.2	92.4	-1.4

Average Composite ACT

1991	1992	1993	+/-
20.9	19.6	17.7	-3.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	548	593	615	643	95
% Free/Reduced Lunch:	55	51	66	63	8
% Minority:	57	56	57	59	2
% Special Education:	12	11	14	16	4
% Limited English Proficient:	10	7	10	39	29

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	37	39	40	3
Average Salary ($):	21,955	22,424	24,222	25,850	3,895
Average Experience:	13	13	14	12	-1
% Advanced Degree:	54	46	40	44	-10
Class-size Penalty ($):	3,633	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DELAWARE
District: OAKS MISSION
Address: P.O. Box 160, Oaks 74359

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	25
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	75	78	76	6
5th	27	37	58	55	28
7th	52	43	44	53	1
9th	43	61	60	59	16
11th	37	44	47	53	16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	75	55	-20
7th	37	53	16
9th	43	59	16
11th	61	53	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	38	62	24
10th	57	28	-29

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.2	3.6	5.7	5.9	2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	95.9	93.8	92.2	-2.6

Average Composite ACT

1991	1992	1993	+/-
16.8	16.5	19.1	2.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	427	430	404	401	-26
% Free/Reduced Lunch:	84	84	80	81	-3
% Minority:	66	61	72	68	2
% Special Education:	7	7	8	11	4
% Limited English Proficient:	0	9	13	9	9

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	35	33	29	35	0
Average Salary ($):	22,593	22,605	23,895	26,367	3,774
Average Experience:	11	11	11	11	0
% Advanced Degree:	26	26	27	23	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DEWEY
District: VICI
Address: P.O. Box 60, Vici 73859

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	19
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	64	77	59	-5
5th	72	68	76	77	5
7th	66	61	64	68	2
9th	69	66	66	73	4
11th	57	66	66	60	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	77	13
7th	68	68	0
9th	61	73	12
11th	66	60	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	58	-24
10th	85	92	7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.3	1.3	0.0	0.0	-1.3

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.6	96.4	96.1	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.1	19.0	20.0	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	300	325	321	340	40
% Free/Reduced Lunch:	31	32	34	32	1
% Minority:	5	7	3	3	-2
% Special Education:	13	12	11	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	25	25	27	5
Average Salary ($):	22,176	23,537	25,835	27,396	5,220
Average Experience:	12	13	20	12	0
% Advanced Degree:	36	33	40	43	7
Class-size Penalty ($):	None	None	65	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DEWEY
District: SEILING
Address: P.O. Box 780, Seiling 73663

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 3
# of Counselors: 1
# of Support Staff: 26
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	57	64	64	12
5th	59	60	59	65	6
7th	67	65	71	69	2
9th	60	64	69	67	7
11th	50	48	52	65	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	65	8
7th	60	69	9
9th	65	67	2
11th	64	65	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	62	-9
10th	75	57	-18

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	0.0	0.0	0.0	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	95.8	97.2	97.2	0.7

Average Composite ACT

1991	1992	1993	+/-
18.0	17.0	18.8	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	498	488	480	482	-16
% Free/Reduced Lunch:	35	36	38	38	3
% Minority:	18	16	16	16	-2
% Special Education:	16	16	14	13	-3
% Limited English Proficient:	11	10	9	1	-10

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	41	40	41	41	0
Average Salary ($):	25,401	26,028	26,728	28,692	3,291
Average Experience:	14	15	17	14	0
% Advanced Degree:	71	67	61	63	-8
Class-size Penalty ($):	17,581	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: DEWEY

District: TALOGA

Address: P.O. Box 158, Taloga 73667

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	73	62	64	70	-3
5th	75	65	76	70	-5
7th	73	74	85	66	-7
9th	77	62	67	73	-4
11th	59	59	73	57	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	70	8
7th	65	66	1
9th	74	73	-1
11th	62	57	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	48	-22
10th	59	64	5

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	0.0	1.9	1.6	0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	98.7	96.4	96.7	1.8

Average Composite ACT

1991	1992	1993	+/-
18.5	19.1	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	235	236	218	212	-23
% Free/Reduced Lunch:	32	32	39	40	8
% Minority:	5	5	5	4	-1
% Special Education:	11	10	11	13	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	21	21	21	1
Average Salary ($):	23,424	23,695	25,755	27,615	4,191
Average Experience:	11	15	16	12	2
% Advanced Degree:	40	39	39	38	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ELLIS

District: FARGO

Address: P.O. Box 200, Fargo 73840

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	67	50	76	10
5th	71	49	69	76	5
7th	59	74	77	55	-4
9th	67	63	56	77	10
11th	59	48	61	60	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	76	9
7th	49	55	6
9th	74	77	3
11th	63	60	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	79	2
10th	63	49	-14

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	1.8	0.0	2.8	1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	97.5	97.6	97.1	1.0

Average Composite ACT

1991	1992	1993	+/-
19.5	*	19.4	-0.1

Context-School District

Student Information

•	1990	1991	1992	1993	+/-
Student Enrollment:	201	199	197	217	16
% Free/Reduced Lunch:	43	43	39	35	-8
% Minority:	3	4	2	5	2
% Special Education:	11	11	8	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	19	18	19	0
Average Salary ($):	21,452	21,907	22,981	24,455	3,003
Average Experience:	11	11	8	6	-5
% Advanced Degree:	37	27	17	16	-21
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ELLIS
District: ARNETT
Address: P.O. Box 317, Arnett 73832

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 14
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	80	76	53	75	-5
5th	73	75	73	77	4
7th	76	75	75	71	-5
9th	71	74	62	70	-1
11th	48	55	69	55	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	76	77	1
7th	75	71	-4
9th	75	70	-5
11th	74	55	-19

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	86	67	-19
10th	71	73	2

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.4	1.6	1.7	0.0	-1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	97.1	97.2	97.2	0.2

Average Composite ACT

1991	1992	1993	+/-
17.3	19.5	21.5	4.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	214	195	189	175	-39
% Free/Reduced Lunch:	29	31	33	36	7
% Minority:	5	5	6	4	-1
% Special Education:	8	9	7	7	-1
% Limited English Proficient:	3	4	3	5	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	19	19	17	-2
Average Salary ($):	20,856	23,961	26,471	26,942	6,086
Average Experience:	13	20	21	12	0
% Advanced Degree:	48	61	64	50	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ELLIS
District: GAGE
Address: P.O. Box 19, Gage 73843

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	59	69	69	15
5th	58	52	75	78	20
7th	68	56	63	44	-24
9th	69	70	57	51	-18
11th	77	74	65	63	-14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	78	19
7th	52	44	-8
9th	56	51	-5
11th	70	63	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	83	56	-27
10th	63	48	-15

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.9	1.7	5.1	0.0	-1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	95.6	96.2	95.8	-0.3

Average Composite ACT

1991	1992	1993	+/-
23.2	22.4	21.3	-1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	165	167	169	168	3
% Free/Reduced Lunch:	36	36	40	40	4
% Minority:	1	4	2	1	0
% Special Education:	13	13	11	17	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	17	16	17	0
Average Salary ($):	20,255	22,109	24,133	26,146	5,891
Average Experience:	10	11	14	13	3
% Advanced Degree:	15	21	41	52	37
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ELLIS

District: SHATTUCK

Address: P.O. Box 159, Shattuck 73858

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	16
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	69	68	74	60	-9
5th	71	64	63	68	-3
7th	75	69	67	64	-11
9th	73	76	74	73	0
11th	68	65	63	61	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	68	0
7th	64	64	0
9th	69	73	4
11th	76	61	-15

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	61	3
10th	57	56	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	0.8	0.0	0.0	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	96.6	96.9	95.9	0.0

Average Composite ACT

1991	1992	1993	+/-
20.4	20.2	20.4	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	391	377	366	336	-55
% Free/Reduced Lunch:	26	27	30	33	7
% Minority:	7	4	4	4	-3
% Special Education:	6	7	10	15	9
% Limited English Proficient:	0	0	0	4	4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	30	29	28	0
Average Salary ($):	22,901	24,554	26,721	28,395	5 494
Average Experience:	13	20	20	13	0
% Advanced Degree:	46	47	49	45	-1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD
District: WAUKOMIS
Address: P.O. Box 729, Waukomis 73773

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	24
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	65	65	75	15
5th	64	65	64	79	15
7th	64	65	66	64	0
9th	76	58	63	67	-9
11th	63	61	69	61	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	65	79	14
7th	65	64	-1
9th	65	67	2
11th	58	61	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	49	-26
10th	64	49	-15

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.7	7.1	0.7	2.8	2.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.2	96.4	95.5	95.4	-0.8

Average Composite ACT

1991	1992	1993	+/-
21.2	20.5	20.3	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	489	511	485	482	-7
% Free/Reduced Lunch:	35	33	31	31	-4
% Minority:	6	6	6	5	-1
% Special Education:	18	17	14	14	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	39	40	39	2
Average Salary ($):	21,330	21,777	24,073	25,647	4,317
Average Experience:	8	10	12	10	2
% Advanced Degree:	29	32	32	32	3
Class-size Penalty ($):	79	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD

District: KREMLIN-HILLSDALE

Address: P.O. Box 198, Kremlin 73753

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	28
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	64	70	63	6
5th	65	68	74	74	9
7th	75	75	75	71	-4
9th	71	61	76	75	4
11th	56	69	61	51	-5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	74	10
7th	68	71	3
9th	75	75	0
11th	61	51	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	39	-41
10th	51	50	-1

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.8	1.4	1.4	3.9	1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.1	96.6	95.7	-1.0

Average Composite ACT

1991	1992	1993	+/-
20.9	22.7	20.7	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	284	268	295	292	8
% Free/Reduced Lunch:	24	26	41	42	18
% Minority:	0	0	2	1	1
% Special Education:	12	13	23	19	7
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	20	24	26	7
Average Salary ($):	22,097	25,063	24,555	26,761	4,664
Average Experience:	10	10	10	10	0
% Advanced Degree:	39	32	35	32	-7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD

District: CHISHOLM

Address: 300 Colorado, Enid 73701

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	28
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	54	60	70	16
5th	69	58	63	59	-10
7th	64	70	64	53	-11
9th	61	57	63	70	9
11th	52	49	50	61	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	59	5
7th	58	53	-5
9th	70	70	0
11th	57	61	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	43	-31
10th	59	56	-3

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.0	1.5	2.6	1.1	-1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	96.0	95.7	95.9	0.6

Average Composite ACT

1991	1992	1993	+/-
19.2	20.6	20.4	1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	843	823	854	875	32
% Free/Reduced Lunch:	22	22	20	20	-2
% Minority:	3	4	5	4	1
% Special Education:	13	13	13	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	52	53	55	55	3
Average Salary ($):	22,677	24,377	25,821	27,310	4,633
Average Experience:	11	11	13	12	1
% Advanced Degree:	24	24	28	26	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD
District: GARBER
Address: P.O. Box 539, Garber 73738

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	44	63	68	12
5th	55	61	69	66	11
7th	59	58	53	63	4
9th	60	53	73	63	3
11th	45	40	61	58	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	66	22
7th	61	63	2
9th	58	63	5
11th	53	58	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	57	-9
10th	48	63	15

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	3.2	0.8	2.2	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	96.4	96.7	96.3	0.3

Average Composite ACT

1991	1992	1993	+/-
18.5	17.1	19.2	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	405	398	377	379	-26
% Free/Reduced Lunch:	43	44	42	42	-1
% Minority:	3	1	1	3	0
% Special Education:	8	8	11	11	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	30	28	28	-2
Average Salary ($):	22,371	24,322	24,912	26,722	4,351
Average Experience:	12	13	13	13	1
% Advanced Degree:	15	14	13	16	1
Class-size Penalty ($):	None	1,898	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD
District: PIONEER-PLEASANT VAL
Address: Route 1, Box 219, Waukomis 73773

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	29
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	66	71	76	9
5th	65	66	65	63	-2
7th	63	57	59	64	1
9th	65	70	63	59	-6
11th	71	67	64	56	-15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	63	-3
7th	66	64	-2
9th	57	59	2
11th	70	56	-14

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	51	-3
10th	51	30	-21

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.9	0.0	4.3	0.6	-2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.1	96.1	96.3	0.2

Average Composite ACT

1991	1992	1993	+/-
21.8	20.8	20.1	-1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	526	547	551	575	49
% Free/Reduced Lunch:	33	31	34	32	-1
% Minority:	8	11	6	7	-1
% Special Education:	14	14	15	13	-1
% Limited English Proficient:	3	3	0	0	-3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	38	36	36	-1
Average Salary ($):	24,540	25,866	26,127	27,960	3,420
Average Experience:	14	14	22	15	1
% Advanced Degree:	51	45	42	42	-9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD

District: ENID

Address: 500 S. Independence, Enid 73701

1992-93 District Characteristics

Number of Sites:	16	# of Support Staff:	312
# of Administrators:	31	# of School Board Positions:	7
# of Counselors:	20	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	55	56	61	5
5th	59	59	64	64	5
7th	61	58	62	61	0
9th	68	68	68	70	2
11th	61	57	61	64	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	64	9
7th	59	61	2
9th	58	70	12
11th	68	64	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	59	0
10th	65	50	-15

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.6	4.0	4.0	4.4	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	94.4	94.8	94.3	-0.5

Average Composite ACT

1991	1992	1993	+/-
20.7	20.2	20.8	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	6,823	6,899	6,943	6,867	44
% Free/Reduced Lunch:	31	31	36	36	5
% Minority:	14	15	16	16	2
% Special Education:	13	14	14	14	1
% Limited English Proficient:	0	1	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	430	444	453	454	24
Average Salary ($):	23,510	26,005	26,475	27,590	4,080
Average Experience:	12	12	13	13	1
% Advanced Degree:	41	40	39	40	-1
Class-size Penalty ($):	108,727	38,646	53,350	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD
District: DRUMMOND
Address: P.O. Box 220, Drummond 73735

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 1
# of Support Staff: 11
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	72	78	79	15
5th	53	56	63	75	22
7th	78	72	50	59	-19
9th	72	67	78	75	3
11th	68	59	75	58	-10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	75	3
7th	56	59	3
9th	72	75	3
11th	67	58	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	66	-10
10th	63	69	6

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	2.1	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	97.0	97.6	96.4	-0.6

Average Composite ACT

1991	1992	1993	+/-
22.1	23.4	22.8	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	303	322	289	305	2
% Free/Reduced Lunch:	27	26	27	25	-2
% Minority:	3	6	3	4	1
% Special Education:	19	18	16	16	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	23	23	1
Average Salary ($):	21,959	23,581	24,523	26,027	4,068
Average Experience:	10	11	10	11	2
% Advanced Degree:	40	32	32	36	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARFIELD
District: COVINGTON-DOUGLAS
Address: P.O. Drawer 9, Covington 73730

1992-93 District Characteristics

Number of Sites:	1	# of Support Staff:	19
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	53	70	68	13
5th	56	55	73	69	13
7th	54	51	57	67	13
9th	65	61	69	52	-13
11th	66	53	63	50	-16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	69	16
7th	55	67	12
9th	51	52	1
11th	61	50	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	49	-27
10th	82	34	-48

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	1.3	2.4	2.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	96.0	96.1	95.8	0.2

Average Composite ACT

1991	1992	1993	+/-
19.8	18.2	19.0	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	313	316	317	322	9
% Free/Reduced Lunch:	34	34	35	35	1
% Minority:	5	4	6	5	0
% Special Education:	15	15	14	13	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	23	25	26	3
Average Salary ($):	22,110	24,236	25,975	27,761	5,651
Average Experience:	11	15	13	12	1
% Advanced Degree:	22	19	14	17	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN
District: STRATFORD
Address: P.O. Box 589, Stratford 74872

1992-93 District Characteristics

Number of Sites: 4
# of Administrators: 1
# of Counselors: 2
# of Support Staff: 29
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	52	56	52	6
5th	44	59	57	58	14
7th	61	48	41	50	-11
9th	46	53	52	47	1
11th	42	53	43	43	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	58	6
7th	59	50	-9
9th	48	47	-1
11th	53	43	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	50	-8
10th	44	41	-3

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.9	1.5	2.3	4.3	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.8	95.5	93.7	-1.5

Average Composite ACT

1991	1992	1993	+/-
19.4	20.6	18.4	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	500	527	555	572	72
% Free/Reduced Lunch:	51	48	53	51	0
% Minority:	20	32	26	22	2
% Special Education:	14	13	16	17	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	34	35	39	38	4
Average Salary ($):	22,283	24,375	24,649	26,411	4,128
Average Experience:	10	9	9	10	0
% Advanced Degree:	57	50	49	48	-9
Class-size Penalty ($):	None	Exempt	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN
District: PAOLI
Address: P.O. Box 278, Paoli 73074

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	70	71	69	5
5th	57	72	66	67	10
7th	45	56	56	71	26
9th	54	56	49	62	8
11th	49	32	34	54	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	70	67	-3
7th	72	71	-1
9th	56	62	6
11th	56	54	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	60	0
10th	77	37	-40

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	6.8	5.9	2.3	2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
93.3	93.6	93.4	92.0	-1.3

Average Composite ACT

1991	1992	1993	+/-
20.5	18.0	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	252	245	243	239	-13
% Free/Reduced Lunch:	58	59	59	60	2
% Minority:	12	13	14	14	2
% Special Education:	10	11	10	9	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	20	20	0
Average Salary ($):	20,608	21,637	24,177	24,969	4,361
Average Experience:	7	7	8	6	-1
% Advanced Degree:	41	31	31	31	-10
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN
District: MAYSVILLE
Address: P.O. Box 780, Maysville 73057

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	21
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	52	60	69	20
5th	52	65	57	58	6
7th	43	58	59	66	23
9th	56	57	57	48	-8
11th	36	53	52	51	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	58	6
7th	65	66	1
9th	58	48	-10
11th	57	51	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	27	-40
10th	51	37	-14

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	4.0	4.0	3.2	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.2	95.3	95.3	-0.8

Average Composite ACT

1991	1992	1993	+/-
16.6	18.7	18.3	1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	448	482	454	447	-1
% Free/Reduced Lunch:	36	33	44	45	9
% Minority:	6	6	12	15	9
% Special Education:	8	7	11	13	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	32	33	34	34	2
Average Salary ($):	21,445	22,283	24,912	26,758	5,313
Average Experience:	10	11	11	11	1
% Advanced Degree:	23	27	22	40	17
Class-size Penalty ($):	1,055	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN
District: LINDSAY
Address: 800 West Creek, Lindsay 73052

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	40
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	73	77	71	8
5th	59	59	68	75	16
7th	65	51	62	57	-8
9th	55	54	63	54	-1
11th	59	49	51	49	-10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	73	75	2
7th	59	57	-2
9th	51	54	3
11th	54	49	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	37	-25
10th	50	61	11

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	2.6	3.3	4.0	2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.5	95.1	94.6	-0.5

Average Composite ACT

1991	1992	1993	+/-
20.2	18.6	19.3	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,164	1,141	1,109	1,077	-87
% Free/Reduced Lunch:	29	29	31	32	3
% Minority:	11	9	9	12	1
% Special Education:	13	13	14	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	75	76	78	79	4
Average Salary ($):	23,627	27,043	27,654	27,846	4,219
Average Experience:	14	14	14	13	-1
% Advanced Degree:	39	45	41	42	3
Class-size Penalty ($):	19,476	959	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN

District: PAULS VALLEY

Address: P.O. Box 780, Pauls Valley 73075

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	99
# of Administrators:	8	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	65	58	63	9
5th	63	69	60	68	5
7th	61	65	66	59	-2
9th	66	53	62	63	-3
11th	56	54	54	55	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	65	68	3
7th	69	59	-10
9th	65	63	-2
11th	53	55	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	53	5
10th	48	69	21

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.3	1.9	3.5	2.3	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	93.6	92.9	93.5	-0.2

Average Composite ACT

1991	1992	1993	+/-
20.6	20.3	21.2	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,445	1,344	1,371	1,314	-131
% Free/Reduced Lunch:	35	38	34	35	0
% Minority:	16	17	19	20	4
% Special Education:	13	22	13	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	124	123	119	110	-14
Average Salary ($):	24,542	28,317	28,331	28,973	4,431
Average Experience:	13	13	13	12	-1
% Advanced Degree:	53	55	54	51	-2
Class-size Penalty ($):	6,777	5,443	6,310	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN
District: WYNNEWOOD
Address: 702 E. Kerr, Wynnewood 73098

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	33
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	57	57	56	1
5th	47	55	66	65	18
7th	51	49	56	55	4
9th	46	53	54	57	11
11th	43	45	46	47	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	65	8
7th	55	55	0
9th	49	57	8
11th	53	47	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	46	-11
10th	60	51	-9

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.6	3.1	5.1	6.3	2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	95.3	94.9	92.6	-2.1

Average Composite ACT

1991	1992	1993	+/-
18.5	19.0	18.4	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	790	770	743	752	-38
% Free/Reduced Lunch:	34	35	37	35	1
% Minority:	13	15	18	19	6
% Special Education:	15	16	13	12	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	49	51	51	1
Average Salary ($):	24,084	26,227	27,076	28,491	4,407
Average Experience:	12	16	19	13	1
% Advanced Degree:	54	54	53	55	1
Class-size Penalty ($):	1,651	8,572	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GARVIN
District: ELMORE CITY-PERNELL
Address: P.O. Box 97, Elmore City 73035

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	25
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	63	77	65	5
5th	66	69	69	74	8
7th	61	61	61	64	3
9th	66	61	52	56	-10
11th	58	43	61	67	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	74	11
7th	69	64	-5
9th	61	56	-5
11th	61	67	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	43	53	10
10th	54	50	-4

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.3	0.0	0.8	3.3	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	95.9	95.0	94.6	-1.2

Average Composite ACT

1991	1992	1993	+/-
20.6	19.6	20.6	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	433	431	440	538	105
% Free/Reduced Lunch:	22	22	29	34	12
% Minority:	13	9	9	8	-5
% Special Education:	16	16	16	14	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	31	32	39	9
Average Salary ($):	23,862	25,379	27,262	27,356	3,494
Average Experience:	15	16	21	14	-1
% Advanced Degree:	33	46	53	44	11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: CHICKASHA
Address: 900 W. Choctaw, Chickasha 73018

1992-93 District Characteristics

Number of Sites:	7	# of Support Staff:	122
# of Administrators:	12	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	59	55	62	5
5th	53	56	59	59	6
7th	54	57	62	59	5
9th	58	57	60	57	-1
11th	53	50	54	55	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	59	0
7th	56	59	3
9th	57	57	0
11th	57	55	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	47	43	-4
10th	47	58	11

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.0	5.0	5.2	5.2	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	94.5	94.3	93.8	-0.8

Average Composite ACT

1991	1992	1993	+/-
21.8	19.0	20.5	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,841	2,854	2,875	2,897	56
% Free/Reduced Lunch:	37	37	39	38	1
% Minority:	20	20	20	20	0
% Special Education:	11	12	11	11	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	177	179	179	184	7
Average Salary ($):	24,987	26,729	26,706	27,413	2,426
Average Experience:	13	14	14	12	-1
% Advanced Degree:	49	50	47	45	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY

District: MINCO

Address: P.O. Box 428, Minco 73059

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	15
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	56	60	59	3
5th	46	68	57	61	15
7th	53	55	50	56	3
9th	50	56	56	60	10
11th	46	52	50	44	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	61	5
7th	68	56	-12
9th	55	60	5
11th	56	44	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	27	-35
10th	74	32	-42

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	0.0	0.0	2.2	0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.7	96.8	95.6	-0.8

Average Composite ACT

1991	1992	1993	+/-
18.2	19.4	17.3	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	432	426	429	466	34
% Free/Reduced Lunch:	24	24	23	21	-3
% Minority:	1	2	3	3	2
% Special Education:	8	9	9	9	1
% Limited English Proficient:	0	2	2	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	27	27	27	-1
Average Salary ($):	23,305	24,265	24,917	25,498	2,193
Average Experience:	10	11	12	8	-2
% Advanced Degree:	34	38	39	24	-10
Class-size Penalty ($):	None	2,357	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: NINNEKAH
Address: P.O. Box 275, Ninnekah 73067

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	23
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	59	49	53	-3
5th	55	55	65	58	3
7th	61	61	46	55	-6
9th	56	55	62	64	8
11th	39	49	48	49	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	58	-1
7th	55	55	0
9th	61	64	3
11th	55	49	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	46	-12
10th	57	55	-2

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.7	1.9	4.7	0.6	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	94.2	94.7	94.6	-0.3

Average Composite ACT

1991	1992	1993	+/-
17.8	17.8	19.3	1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	519	556	574	569	50
% Free/Reduced Lunch:	23	21	37	37	14
% Minority:	2	3	4	4	2
% Special Education:	13	12	16	16	3
% Limited English Proficient:	0	0	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	39	40	41	41	2
Average Salary ($):	22,906	23,629	23,925	25,785	2,879
Average Experience:	10	12	11	11	1
% Advanced Degree:	25	26	22	25	0
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: ALEX
Address: P.O. Box 188, Alex 73002

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	22
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	63	70	58	4
5th	57	55	56	62	5
7th	62	63	59	51	-11
9th	70	64	62	64	-6
11th	53	46	59	56	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	62	-1
7th	55	51	-4
9th	63	64	1
11th	64	56	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	65	9
10th	40	55	15

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.0	3.2	4.2	0.0	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.3	95.3	94.4	-0.6

Average Composite ACT

1991	1992	1993	+/-
21.7	17.3	21.6	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	360	343	359	351	-9
% Free/Reduced Lunch:	40	42	44	45	5
% Minority:	8	2	2	9	1
% Special Education:	13	12	8	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	25	24	27	6
Average Salary ($):	22,864	22,876	24,532	26,013	3,149
Average Experience:	12	14	12	11	0
% Advanced Degree:	32	29	23	21	-11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: RUSH SPRINGS
Address: P.O. Box 308, Rush Springs 73082

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	25
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	57	53	59	7
5th	53	56	51	65	12
7th	61	59	64	69	8
9th	58	57	62	57	-1
11th	61	54	55	65	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	65	8
7th	56	69	3
9th	59	57	-2
11th	57	65	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	47	73	26
10th	81	74	-7

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.9	2.7	1.9	2.3	-1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	95.9	95.3	94.1	-1.5

Average Composite ACT

1991	1992	1993	+/-
19.9	19.4	19.1	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	580	579	580	587	7
% Free/Reduced Lunch:	35	35	44	43	8
% Minority:	4	4	4	4	0
% Special Education:	10	10	10	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	40	40	41	40	0
Average Salary ($):	22,533	23,374	24,379	26,437	3,904
Average Experience:	13	14	16	12	-1
% Advanced Degree:	22	21	17	25	3
Class-size Penalty ($):	Exempt	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: BRIDGE CREEK
Address: Route 1, Box 407, Blanchard 73010

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	39
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	56	62	64	8
5th	50	67	60	59	9
7th	49	67	61	63	14
9th	52	59	60	61	9
11th	44	49	55	56	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	59	3
7th	67	63	-4
9th	67	61	-6
11th	59	56	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	72	3
10th	48	41	-7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.4	4.1	3.0	1.1	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
93.6	94.6	94.5	93.9	0.3

Average Composite ACT

1991	1992	1993	+/-
19.9	20.3	20.0	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	969	946	978	981	12
% Free/Reduced Lunch:	13	13	15	15	2
% Minority:	5	5	7	8	3
% Special Education:	11	11	11	10	-1
% Limited English Proficient:	0	1	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	62	59	63	64	2
Average Salary ($):	21,475	21,083	22,357	25,017	3,542
Average Experience:	8	9	8	8	0
% Advanced Degree:	19	15	21	21	2
Class-size Penalty ($):	Exempt	None	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: TUTTLE
Address: P.O. Box 780, Tuttle 73089

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	51
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	66	55	74	15
5th	63	72	70	75	12
7th	60	72	68	72	12
9th	66	63	66	69	3
11th	57	55	60	55	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	75	9
7th	72	72	0
9th	72	69	-3
11th	63	55	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	58	-8
10th	42	58	16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.5	1.7	1.5	1.4	0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	96.2	95.8	95.9	0.0

Average Composite ACT

1991	1992	1993	+/-
19.3	19.2	19.7	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,190	1,175	1,211	1,173	-17
% Free/Reduced Lunch:	15	15	20	21	6
% Minority:	5	10	13	16	11
% Special Education:	11	11	10	10	-1
% Limited English Proficient:	0	1	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	78	76	79	75	-3
Average Salary ($):	22,606	24,346	25,853	26,576	3,970
Average Experience:	11	16	16	12	1
% Advanced Degree:	28	31	33	34	6
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY

District: VERDEN

Address: P.O. Box 99, Verden 73092

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	58	45	58	-4
5th	59	71	66	67	8
7th	36	40	66	72	36
9th	61	66	50	55	-6
11th	37	30	56	64	27

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	67	9
7th	71	72	1
9th	40	55	15
11th	66	64	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	66	4
10th	45	31	-14

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
8.1	8.3	2.0	3.7	-4.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.6	94.7	93.6	-1.5

Average Composite ACT

1991	1992	1993	+/-
17.5	*	19.1	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	282	294	302	330	48
% Free/Reduced Lunch:	42	40	50	46	4
% Minority:	15	14	10	13	-2
% Special Education:	12	11	9	11	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	22	21	1
Average Salary ($):	21,175	21,488	23,873	25,045	3,870
Average Experience:	8	8	13	8	0
% Advanced Degree:	29	34	39	31	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRADY
District: AMBER-POCASSET
Address: P.O. Box 38, Amber 73004

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	28
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	73	64	57	-3
5th	71	69	62	77	6
7th	65	66	72	69	4
9th	64	69	64	70	6
11th	53	60	47	66	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	73	77	4
7th	69	69	0
9th	66	70	4
11th	69	66	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	86	19
10th	66	74	8

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	1.4	2.1	0.6	-2.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.9	95.1	94.3	-0.7

Average Composite ACT

1991	1992	1993	+/-
18.8	19.0	18.7	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	434	441	445	458	24
% Free/Reduced Lunch:	42	41	42	41	-1
% Minority:	2	4	5	5	3
% Special Education:	8	8	10	8	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	29	30	28	27	-2
Average Salary ($):	23,823	25,338	26,105	27,097	3,274
Average Experience:	12	12	11	12	0
% Advanced Degree:	31	30	23	20	-11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRANT
District: WAKITA
Address: P.O Box 45, Wakita 73771

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	50	55	64	-4
5th	87	60	80	68	-19
7th	70	62	74	80	10
9th	55	60	75	70	15
11th	51	78	59	53	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	68	18
7th	60	80	20
9th	62	70	8
11th	60	53	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	78	4
10th	56	51	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.5	0.0	2.1	0.0	-2.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.2	97.9	97.3	97.0	0.8

Average Composite ACT

1991	1992	1993	+/-
21.3	*	20.6	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	178	181	183	187	9
% Free/Reduced Lunch:	32	31	46	45	13
% Minority:	0	0	7	7	7
% Special Education:	14	14	12	12	-2
% Limited English Proficient:	0	0	2	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	18	18	18	1
Average Salary ($):	22,658	24,637	25,602	27,467	4,809
Average Experience:	12	10	10	10	-2
% Advanced Degree:	22	20	11	11	-11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRANT
District: MEDFORD
Address: 301 N. Main, Medford 73759

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 15
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	67	74	73	-2
5th	74	69	74	66	-8
7th	71	79	77	72	1
9th	67	73	79	78	11
11th	65	50	60	66	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	66	-1
7th	69	72	3
9th	79	78	-1
11th	73	66	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	87	9
10th	63	58	-5

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.0	0.0	0.0	1.2	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	97.0	97.3	96.6	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.4	18.6	19.2	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	314	304	283	289	-25
% Free/Reduced Lunch:	22	22	20	19	-3
% Minority:	2	3	5	8	6
% Special Education:	19	19	13	13	-6
% Limited English Proficient:	2	3	4	9	7

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	30	29	25	-5
Average Salary ($):	26,609	26,545	27,578	29,605	2,996
Average Experience:	13	12	12	12	-1
% Advanced Degree:	66	60	61	70	4
Class-size Penalty ($):	None	1,606	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRANT
District: POND CREEK-HUNTER
Address: P.O. Box 56, Pond Creek 73766

1992-93 District Characteristics

Number of Sites: 2

# of Administrators: 1

# of Counselors: 0

# of Support Staff: 19

# of School Board Positions: 5

Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	82	78	59	76	-6
5th	72	73	79	82	10
7th	67	72	73	81	14
9th	77	67	76	82	5
11th	79	66	75	68	-11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	78	82	4
7th	73	81	8
9th	72	82	10
11th	67	68	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	46	-18
10th	53	27	-26

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.2	3.9	1.4	1.3	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
97.1	97.5	97.6	97.2	0.1

Average Composite ACT

1991	1992	1993	+/-
23.1	21.8	21.3	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	304	302	290	317	13
% Free/Reduced Lunch:	23	24	24	21	-2
% Minority:	1	0	0	0	-1
% Special Education:	13	13	12	10	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	23	24	24	-1
Average Salary ($):	25,072	25,918	26,439	28,033	2,961
Average Experience:	13	16	14	15	2
% Advanced Degree:	30	37	31	27	-3
Class-size Penalty ($):	None	None	7,649	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GRANT
District: DEER CREEK-LAMONT
Address: P.O. Box 10, Lamont 74643

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 16
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	82	54	72	66	-16
5th	68	55	82	62	-6
7th	68	54	74	56	-12
9th	55	77	70	67	12
11th	80	56	66	71	-9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	62	8
7th	55	56	1
9th	54	67	13
11th	77	71	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	67	-2
10th	63	60	-3

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	0.0	0.0	0.0	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.0	97.3	94.9	-1.8

Average Composite ACT

1991	1992	1993	+/-
22.5	18.9	19.8	-2.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	195	207	208	219	24
% Free/Reduced Lunch:	26	24	28	27	1
% Minority:	1	1	2	1	0
% Special Education:	13	12	11	11	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	22	21	20	-3
Average Salary ($):	25,102	24,250	25,201	26,778	1,676
Average Experience:	14	16	17	14	0
% Advanced Degree:	22	23	21	27	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GREER
District: MANGUM
Address: 400 N. Pennsylvania, Mangum 73554

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	25
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	63	53	69	10
5th	52	56	64	63	11
7th	50	45	52	60	10
9th	59	61	59	61	2
11th	54	44	51	59	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	63	0
7th	56	60	4
9th	45	61	16
11th	61	59	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	67	-6
10th	44	40	-4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.1	2.6	2.2	0.6	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.0	95.9	95.0	-0.8

Average Composite ACT

1991	1992	1993	+/-
20.4	18.7	19.9	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	686	676	634	658	-28
% Free/Reduced Lunch:	44	45	47	45	1
% Minority:	25	26	25	25	0
% Special Education:	12	12	11	13	1
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	50	53	55	5
Average Salary ($):	22,597	23,194	24,566	25,976	3,379
Average Experience:	13	14	14	12	0
% Advanced Degree:	31	29	33	36	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: GREER
District: GRANITE
Address: P.O. Box 98, Granite 73547

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	18
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	66	50	63	6
5th	63	63	62	73	10
7th	53	54	64	43	-10
9th	57	72	50	61	4
11th	41	64	51	70	29

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	73	7
7th	63	43	-20
9th	54	61	7
11th	72	70	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	49	-33
10th	59	58	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.3	0.0	0.0	2.4	1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	95.8	95.1	94.8	0.2

Average Composite ACT

1991	1992	1993	+/-
17.5	19.6	20.0	2.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	272	267	269	298	26
% Free/Reduced Lunch:	47	48	44	40	-7
% Minority:	7	7	12	17	10
% Special Education:	12	12	10	11	-1
% Limited English Proficient:	0	0	0	4	4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	23	22	0
Average Salary ($):	22,448	23,027	24,899	27,058	4,610
Average Experience:	16	17	21	16	0
% Advanced Degree:	50	50	41	48	-2
Class-size Penalty ($):	None	375	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HARMON
District: HOLLIS
Address: 415 N. Main, Hollis 73550

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 5
# of Counselors: 1
# of Support Staff: 35
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	58	58	62	17
5th	52	71	66	74	22
7th	51	59	58	68	17
9th	52	60	54	61	9
11th	39	37	57	53	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	74	16
7th	71	68	-3
9th	59	61	2
11th	60	53	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	50	55	5
10th	45	44	-1

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.5	1.5	0.5	1.5	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
97.1	97.0	96.2	96.3	-0.8

Average Composite ACT

1991	1992	1993	+/-
19.8	17.6	19.3	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	788	761	730	727	-61
% Free/Reduced Lunch:	55	57	53	53	-2
% Minority:	42	39	43	42	0
% Special Education:	9	9	12	11	2
% Limited English Proficient:	15	10	17	13	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	55	58	56	6
Average Salary ($):	23,978	24,766	26,065	26,939	2,961
Average Experience:	13	12	11	11	-2
% Advanced Degree:	33	32	28	25	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HARPER
District: LAVERNE
Address: P.O. Box 40, Laverne 73848

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	31
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	52	63	67	4
5th	59	57	66	68	9
7th	68	77	70	66	-2
9th	70	66	72	71	1
11th	66	58	63	59	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	68	16
7th	57	66	9
9th	77	71	-6
11th	66	59	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	42	-29
10th	48	53	5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.6	0.0	0.6	1.4	0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	97.2	97.0	96.4	-0.5

Average Composite ACT

1991	1992	1993	+/-
21.3	19.7	19.6	-1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	486	474	461	477	-9
% Free/Reduced Lunch:	20	21	18	22	2
% Minority:	2	1	1	3	1
% Special Education:	13	13	11	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	40	40	40	43	3
Average Salary ($):	27,095	27,732	29,899	31,486	4,391
Average Experience:	15	16	16	14	-1
% Advanced Degree:	47	47	52	49	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HARPER
District: BUFFALO
Address: P.O. Box 130, Buffalo 73834

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	23
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	57	59	63	8
5th	62	61	70	71	9
7th	72	66	69	57	-15
9th	71	64	77	62	-9
11th	69	69	57	66	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	71	14
7th	61	57	-4
9th	66	62	-4
11th	64	66	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	36	-31
10th	48	45	-3

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	0.0	0.0	0.9	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.1	97.0	96.2	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.9	19.8	18.5	-1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	378	405	386	365	-13
% Free/Reduced Lunch:	30	28	37	39	9
% Minority:	3	5	6	6	3
% Special Education:	10	9	11	10	0
% Limited English Proficient:	1	3	10	6	5

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	31	32	33	3
Average Salary ($):	24,111	24,598	27,425	28,173	4,062
Average Experience:	13	13	22	14	2
% Advanced Degree:	32	33	42	40	8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HASKELL
District: KINTA
Address: P.O. Box 219, Kinta 74552

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	37	87	55	2
5th	51	40	61	43	-8
7th	49	40	52	38	-11
9th	49	52	49	36	-13
11th	32	36	43	41	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	37	43	6
7th	40	38	-2
9th	40	36	-4
11th	52	41	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	86	29	-57
10th	55	53	-2

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.2	3.0	3.1	6.4	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
93.5	92.5	95.0	92.1	-1.4

Average Composite ACT

1991	1992	1993	+/-
17.8	16.6	17.7	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	216	212	203	198	-18
% Free/Reduced Lunch:	60	61	60	61	1
% Minority:	34	19	19	40	6
% Special Education:	5	5	11	13	8
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	16	17	3
Average Salary ($):	22,681	22,473	23,428	24,168	1,487
Average Experience:	13	12	12	7	-5
% Advanced Degree:	56	49	41	26	-30
Class-size Penalty ($):	None	2,190	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HASKELL
District: STIGLER
Address: 302 NW E Street, Stigler 74462

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	48
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	47	53	74	15
5th	45	44	62	59	14
7th	51	59	55	54	3
9th	44	51	57	67	23
11th	51	48	48	58	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	59	12
7th	44	54	10
9th	59	67	8
11th	51	58	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	56	10
10th	56	43	-13

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.4	3.4	7.0	1.7	-1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	94.8	94.2	93.9	0.2

Average Composite ACT

1991	1992	1993	+/-
19.0	19.3	19.1	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,161	1,110	1,153	1,149	-12
% Free/Reduced Lunch:	50	52	47	47	-3
% Minority:	28	28	29	34	6
% Special Education:	11	11	9	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	72	71	73	73	1
Average Salary ($):	23,529	24,670	26,427	28,163	4,634
Average Experience:	12	15	14	13	1
% Advanced Degree:	46	46	48	47	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HASKELL

District: MC CURTAIN

Address: P.O. Box 189, Mc Curtain 74944

1992-93 District Characteristics

Number of Sites: 2

# of Administrators: 1

# of Counselors: 0

# of Support Staff: 9

# of School Board Positions: 5

Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	38	26	70	14
5th	52	43	65	41	-11
7th	64	40	51	62	-2
9th	40	51	53	49	9
11th	55	49	42	51	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	41	3
7th	43	62	19
9th	40	49	9
11th	51	51	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	31	-21
10th	53	71	18

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.8	5.9	2.2	2.1	0.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	93.9	95.6	93.3	-2.0

Average Composite ACT

1991	1992	1993	+/-
20.2	19.8	16.1	-4.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	172	186	183	187	15
% Free/Reduced Lunch:	74	69	79	78	4
% Minority:	89	82	80	74	-15
% Special Education:	15	13	12	13	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	15	16	17	1
Average Salary ($):	21,090	22,119	23,202	24,968	3,878
Average Experience:	13	14	11	8	-5
% Advanced Degree:	34	30	28	32	-2
Class-size Penalty ($):	None	1,689	3,717	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HASKELL
District: KEOTA
Address: P.O. Box 160, Keota 74941

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	53	56	56	3
5th	44	43	46	55	11
7th	35	55	44	51	16
9th	46	47	49	48	2
11th	32	38	39	45	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	55	2
7th	43	51	8
9th	55	48	-7
11th	47	45	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	34	-26
10th	46	47	1

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	6.1	4.1	0.0	-1.8

Student Attendance Rate

1990	1991	1992	1993	+/-
93.5	94.4	94.1	93.7	0.2

Average Composite ACT

1991	1992	1993	+/-
15.3	16.6	17.7	2.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	475	492	488	501	26
% Free/Reduced Lunch:	71	69	69	67	-4
% Minority:	12	14	14	21	9
% Special Education:	8	8	11	11	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	35	37	38	38	3
Average Salary ($):	22,359	23,412	24,728	25,760	3,401
Average Experience:	14	14	14	[illegible]	0
% Advanced Degree:	37	34	28	27	-10
Class-size Penalty ($):	None	730	4,430	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HUGHES
District: MOSS
Address: Route 2, Box 57, Holdenville 74848

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	19
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	56	56	58	8
5th	63	42	54	60	-3
7th	68	68	64	46	-22
9th	70	55	69	66	-4
11th	64	63	55	36	-28

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	60	4
7th	42	46	4
9th	68	66	-2
11th	55	36	-19

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	67	9
10th	46	69	23

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.5	1.5	1.4	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
97.5	96.5	97.2	95.1	-2.4

Average Composite ACT

1991	1992	1993	+/-
22.0	21.1	20.5	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	225	242	242	239	14
% Free/Reduced Lunch:	62	58	60	60	-2
% Minority:	15	18	18	21	6
% Special Education:	19	18	12	15	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	19	20	20	2
Average Salary ($):	20,438	21,533	23,345	25,548	5,110
Average Experience:	9	8	10	8	-1
% Advanced Degree:	43	34	33	33	-10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HUGHES
District: WETUMKA
Address: P.O. Box 8, Wetumka 74883

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	29
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	32	52	63	83	51
5th	54	57	39	64	10
7th	52	47	42	56	4
9th	47	45	55	48	1
11th	38	47	41	46	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	64	12
7th	57	56	-1
9th	47	48	1
11th	45	46	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	50	56	6
10th	53	27	-26

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.7	5.6	3.2	1.9	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.3	93.7	93.1	-1.9

Average Composite ACT

1991	1992	1993	+/-
17.1	17.9	16.0	-1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	548	521	497	508	-40
% Free/Reduced Lunch:	53	56	63	61	8
% Minority:	44	46	48	48	4
% Special Education:	16	17	17	16	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	34	36	35	-2
Average Salary ($):	23,824	25,884	26,493	27,255	3,431
Average Experience:	10	16	16	11	- 1
% Advanced Degree:	22	21	23	23	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HUGHES
District: DUSTIN
Address: P.O. Box 390660

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	19
# of Administrators:	0	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	32	77	90	*	*
5th	41	62	74	*	*
7th	*	47	56	*	*
9th	48	33	*	*	*
11th	24	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	77	*	*
7th	62	*	*
9th	47	*	*
11th	33	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	*	*
10th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
19.4	8.3	7.8	10.7	-8.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	91.2	91.1	90.3	-4.5

Average Composite ACT

1991	1992	1993	+/-
*	*	17.6	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	149	143	146	153	4
% Free/Reduced Lunch:	96	100	90	87	-9
% Minority:	44	47	56	54	10
% Special Education:	20	20	17	19	-1
% Limited English Proficient:	0	0	45	75	75

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	16	16	14	-1
Average Salary ($):	20,587	21,429	23,082	24,979	4,392
Average Experience:	7	9	9	9	2
% Advanced Degree:	33	38	30	36	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HUGHES
District: HOLDENVILLE
Address: P.O. Box 977, Holdenville 74848

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	50
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	52	62	71	16
5th	49	55	60	62	13
7th	57	43	54	53	-4
9th	54	58	57	51	-3
11th	50	51	52	53	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	62	10
7th	55	53	-2
9th	43	51	8
11th	58	53	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	60	-11
10th	59	54	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.4	4.2	7.4	3.9	0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	94.4	94.4	94.2	-0.6

Average Composite ACT

1991	1992	1993	+/-
19.2	18.6	19.3	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,181	1,173	1,147	1,126	-55
% Free/Reduced Lunch:	55	56	59	60	5
% Minority:	27	28	29	28	1
% Special Education:	13	13	11	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	67	69	69	72	5
Average Salary ($):	23,614	25,526	27,334	29,125	5,511
Average Experience:	15	15	14	14	-1
% Advanced Degree:	38	42	37	36	-2
Class-size Penalty ($):	1,162	14,224	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HUGHES
District: CALVIN
Address: P.O. Box 127, Calvin 74531

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	51	70	*	*
5th	52	32	59	78	26
7th	56	48	*	65	9
9th	49	64	56	62	13
11th	48	47	59	59	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	78	27
7th	32	65	33
9th	48	62	14
11th	64	59	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	63	-19
10th	70	58	-12

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.8	97.3	96.7	96.6	-0.2

Average Composite ACT

1991	1992	1993	+/-
18.3	*	20.7	2.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	201	208	204	239	38
% Free/Reduced Lunch:	68	66	62	53	-15
% Minority:	12	13	12	17	5
% Special Education:	13	13	7	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	19	16	16	-2
Average Salary ($):	20,386	20,782	24,403	26,518	6,132
Average Experience:	11	8	12	11	0
% Advanced Degree:	44	24	22	23	-21
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: HUGHES
District: STUART
Address: Route 1, Box 7, Stuart 74570

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	69	48	47	61	-8
5th	59	68	54	57	-2
7th	65	52	63	67	2
9th	62	67	62	53	-9
11th	57	40	65	55	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	57	9
7th	68	67	-1
9th	52	53	1
11th	67	55	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	70	-9
10th	78	62	-16

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	1.8	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.5	96.7	96.5	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.2	16.8	19.4	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	265	273	265	273	8
% Free/Reduced Lunch:	50	48	45	44	-6
% Minority:	16	19	18	18	2
% Special Education:	12	11	11	13	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	21	21	22	4
Average Salary ($):	22,378	22,692	24,362	26,268	3,890
Average Experience:	10	10	12	10	0
% Advanced Degree:	42	34	31	30	-12
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JACKSON
District: NAVAJO
Address: Route 2, Box 84-A, Altus 73521

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	18
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	68	59	57	0
5th	76	82	64	69	-7
7th	60	69	69	64	4
9th	68	73	63	59	-9
11th	60	64	67	72	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	69	1
7th	82	64	-18
9th	69	59	-10
11th	73	72	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	59	2
10th	66	21	-45

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	3.4	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
97.1	97.2	96.8	97.2	0.1

Average Composite ACT

1991	1992	1993	+/-
22.7	21.1	19.3	-3.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	396	404	413	445	49
% Free/Reduced Lunch:	19	19	26	24	5
% Minority:	4	6	7	8	4
% Special Education:	5	5	5	5	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	25	26	29	5
Average Salary ($):	21,453	23,213	24,280	25,730	4,277
Average Experience:	10	10	18	10	0
% Advanced Degree:	15	18	14	17	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JACKSON
District: DUKE
Address: P.O. Box 160, Duke 73532

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	72	30	69	13
5th	63	76	58	65	2
7th	68	66	70	71	3
9th	77	51	63	60	-17
11th	64	41	81	49	-15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	65	-7
7th	76	71	-5
9th	66	60	-6
11th	51	49	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	76	-4
10th	48	67	19

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.6	0.0	0.0	0.0	-2.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.1	97.1	95.9	-0.8

Average Composite ACT

1991	1992	1993	+/-
*	*	22.6	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	128	139	150	166	38
% Free/Reduced Lunch:	41	37	54	49	8
% Minority:	12	13	17	18	6
% Special Education:	2	2	8	8	6
% Limited English Proficient:	0	26	17	11	11

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	13	14	14	15	2
Average Salary ($):	20,444	21,857	23,766	25,665	5,221
Average Experience:	12	13	18	11	-1
% Advanced Degree:	15	15	21	38	23
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JACKSON
District: ALTUS
Address: P.O. Box 558, Altus 73522

1992-93 District Characteristics

Number of Sites:	9	# of Support Staff:	158
# of Administrators:	15	# of School Board Positions:	5
# of Counselors:	10	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	53	57	59	5
5th	59	56	66	63	4
7th	56	61	61	56	0
9th	63	62	60	67	4
11th	49	57	60	55	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	63	10
7th	56	56	0
9th	61	67	6
11th	62	55	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	56	-3
10th	58	48	-10

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.3	1.7	1.6	1.5	-1.8

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	95.3	95.3	94.2	-0.5

Average Composite ACT

1991	1992	1993	+/-
20.2	20.7	20.3	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	4,475	4,538	4,650	4,623	148
% Free/Reduced Lunch:	35	35	41	42	7
% Minority:	37	37	37	36	-1
% Special Education:	6	6	7	8	2
% Limited English Proficient:	3	2	7	8	5

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	284	286	291	297	13
Average Salary ($):	28,080	30,008	31,397	32,015	3,935
Average Experience:	13	13	14	14	1
% Advanced Degree:	44	43	40	40	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JACKSON

District: ELDORADO

Address: P.O. Box J, Eldorado 73537

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	7
# of Administrators:	0	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	74	75	62	24
5th	36	72	57	78	42
7th	40	56	*	61	21
9th	55	51	50	59	4
11th	64	48	59	44	-20

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	74	78	4
7th	72	61	-11
9th	56	59	3
11th	51	44	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	52	*
10th	54	47	-7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	96.4	96.9	95.6	-0.4

Average Composite ACT

1991	1992	1993	+/-
*	19.1	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	133	118	118	123	-10
% Free/Reduced Lunch:	76	85	66	63	-13
% Minority:	25	25	20	16	-9
% Special Education:	7	8	11	8	1
% Limited English Proficient:	0	0	10	15	15

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	16	16	15	1
Average Salary ($):	20,804	21,491	23,482	25,645	4,841
Average Experience:	11	12	13	12	1
% Advanced Degree:	18	22	28	30	12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JACKSON
District: OLUSTEE
Address: P.O. Box 70, Olustee 73560

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	59	77	80	35
5th	32	54	59	76	44
7th	50	45	44	47	-3
9th	53	49	51	47	-6
11th	47	*	42	54	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	76	17
7th	54	47	-7
9th	45	47	2
11th	49	54	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	41	-12
10th	82	48	-34

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.1	3.8	1.6	1.5	-0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	94.8	94.9	92.6	-2.2

Average Composite ACT

1991	1992	1993	+/-
*	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	186	188	193	200	14
% Free/Reduced Lunch:	70	70	75	72	2
% Minority:	43	53	47	45	2
% Special Education:	2	2	9	7	5
% Limited English Proficient:	0	50	42	38	38

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	17	16	18	2
Average Salary ($):	20,687	21,347	23,474	25,586	4,899
Average Experience:	9	10	14	10	1
% Advanced Degree:	19	21	19	17	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JACKSON
District: BLAIR
Address: P.O. Box 428, Blair 73526

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	28	52	61	48	20
5th	40	49	53	54	14
7th	42	54	51	62	20
9th	42	57	43	53	11
11th	44	58	47	45	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	54	2
7th	49	62	13
9th	54	53	-1
11th	57	45	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	56	1
10th	63	64	1

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.0	1.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	96.3	96.3	96.6	1.2

Average Composite ACT

1991	1992	1993	+/-
*	18.3	18.2	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	356	335	332	371	15
% Free/Reduced Lunch:	40	43	42	37	-3
% Minority:	16	14	15	17	1
% Special Education:	4	4	6	5	1
% Limited English Proficient:	9	7	12	14	5

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	24	24	25	1
Average Salary ($):	21,230	22,672	24,950	26,523	5,293
Average Experience:	9	10	11	11	2
% Advanced Degree:	31	31	32	31	0
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JEFFERSON
District: RYAN
Address: P.O. Box 369, Ryan 73565

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	61	47	55	3
5th	42	54	62	52	10
7th	44	60	66	58	14
9th	54	46	45	61	7
11th	49	44	48	54	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	52	-9
7th	54	58	4
9th	60	61	1
11th	46	54	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	47	-7
10th	55	55	0

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.9	2.3	1.2	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	95.9	94.3	95.1	-1.4

Average Composite ACT

1991	1992	1993	+/-
18.6	17.7	19.7	1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	273	274	268	256	-17
% Free/Reduced Lunch:	51	51	49	52	1
% Minority:	15	17	17	16	1
% Special Education:	6	5	10	11	5
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	25	26	26	2
Average Salary ($):	19,937	23,333	26,266	28,616	8,679
Average Experience:	9	9	11	11	2
% Advanced Degree:	21	24	27	23	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JEFFERSON
District: RINGLING
Address: P.O. Box 1010, Ringling 73456

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	30
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	48	52	53	0
5th	57	58	69	62	5
7th	52	56	59	59	7
9th	49	60	65	58	9
11th	59	47	43	58	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	62	14
7th	58	59	1
9th	56	58	2
11th	60	58	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	53	-12
10th	53	41	-12

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	0.6	0.6	2.4	1.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.3	96.0	95.2	-0.6

Average Composite ACT

1991	1992	1993	+/-
19.2	18.2	17.9	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	504	490	521	508	4
% Free/Reduced Lunch:	47	48	49	51	4
% Minority:	0	0	0	0	0
% Special Education:	14	14	14	12	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	31	33	34	34	3
Average Salary ($):	23,326	23,808	24,986	26,463	3,137
Average Experience:	12	13	13	12	0
% Advanced Degree:	44	35	29	41	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JEFFERSON
District: WAURIKA
Address: P.O. Box 330, Waurika 73573

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	28
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	56	68	68	-2
5th	56	66	72	62	6
7th	58	64	64	66	8
9th	54	46	57	66	12
11th	60	58	52	38	-22

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	62	6
7th	66	66	0
9th	64	66	2
11th	46	38	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	48	-7
10th	42	41	-1

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	2.4	2.9	3.3	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	95.0	94.3	93.3	-1.3

Average Composite ACT

1991	1992	1993	+/-
20.7	20.1	19.6	-1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	555	571	555	565	10
% Free/Reduced Lunch:	41	40	52	51	10
% Minority:	9	11	10	10	1
% Special Education:	10	10	12	14	4
% Limited English Proficient:	1	1	1	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	38	40	41	40	2
Average Salary ($):	22,246	23,228	23,409	25,115	2,869
Average Experience:	11	12	10	11	0
% Advanced Degree:	43	38	32	32	-11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JOHNSTON
District: MILL CREEK
Address: P.O. Box 118, Mill Creek 74856

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	79	43	63	6
5th	79	65	50	79	0
7th	82	66	49	61	-21
9th	58	49	63	56	-2
11th	36	53	39	46	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	79	79	0
7th	65	61	-4
9th	66	56	-10
11th	49	46	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	48	-6
10th	65	69	4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
7.8	4.0	0.0	0.0	-7.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	92.7	93.4	92.8	-2.4

Average Composite ACT

1991	1992	1993	+/-
*	19.6	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	224	242	237	239	15
% Free/Reduced Lunch:	72	67	79	78	6
% Minority:	35	28	30	28	-7
% Special Education:	9	9	12	14	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	18	18	18	0
Average Salary ($):	23,265	23,737	25,273	26,702	3,437
Average Experience:	14	15	15	14	0
% Advanced Degree:	25	25	25	37	12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JOHNSTON
District: TISHOMINGO
Address: Route 1, Box 47, Tishomingo 73460

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	33
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	66	66	66	9
5th	53	53	57	63	10
7th	54	60	57	60	6
9th	63	63	59	63	3
11th	50	55	56	59	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	63	-3
7th	53	60	7
9th	60	66	6
11th	63	59	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	49	-3
10th	61	45	-16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.2	2.0	3.8	4.8	1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.2	94.7	94.1	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.7	18.8	20.5	1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	887	847	881	936	49
% Free/Reduced Lunch:	46	48	43	40	-6
% Minority:	20	20	20	23	3
% Special Education:	9	9	12	13	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	62	62	66	66	4
Average Salary ($):	24,130	26,419	27,475	28,746	4,616
Average Experience:	14	16	17	16	2
% Advanced Degree:	64	66	66	66	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JOHNSTON
District: MILBURN
Address: P.O. Box 276, Milburn 73450

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	50	77	77	27
5th	49	47	50	57	8
7th	45	65	57	39	-6
9th	47	47	55	61	14
11th	45	46	30	45	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	57	7
7th	47	39	-8
9th	65	61	-4
11th	47	45	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	38	-31
10th	50	35	-15

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.3	0.0	1.3	2.4	0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	96.8	96.9	95.8	-1.5

Average Composite ACT

1991	1992	1993	+/-
16.5	18.2	15.3	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	244	270	277	278	34
% Free/Reduced Lunch:	66	60	79	79	13
% Minority:	11	17	13	21	10
% Special Education:	11	10	15	10	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	23	20	22	2
Average Salary ($):	19,904	22,861	24,030	25,321	5,417
Average Experience:	9	12	11	10	2
% Advanced Degree:	23	29	34	30	7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JOHNSTON
District: COLEMAN
Address: P.O. Box 218, Coleman 73432

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	47	67	59	0
5th	49	57	53	55	6
7th	62	75	56	59	-3
9th	51	63	72	71	20
11th	64	49	43	53	-11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	55	8
7th	57	59	2
9th	75	71	-4
11th	63	53	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	88	11
10th	85	78	-7

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.4	0.0	0.0	0.0	-1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
98.0	97.9	98.3	97.3	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.5	17.0	18.0	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	188	180	185	184	-4
% Free/Reduced Lunch:	53	56	61	61	8
% Minority:	0	13	11	8	8
% Special Education:	6	6	6	7	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	14	14	14	-1
Average Salary ($):	23,171	24,049	25,376	27,481	4,310
Average Experience:	14	17	18	17	3
% Advanced Degree:	63	69	82	89	26
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: JOHNSTON

District: WAPANUCKA

Address: P.O. Box 88, Wapanucka, 73461

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	13
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	79	81	82	70	-9
5th	72	58	65	73	1
7th	65	48	73	39	-26
9th	70	61	58	35	-35
11th	54	57	50	52	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	81	73	-8
7th	58	39	-19
9th	48	35	-13
11th	61	52	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	46	-29
10th	56	45	-11

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	2.9	0.0	0.0	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	96.7	96.5	96.3	-0.7

Average Composite ACT

1991	1992	1993	+/-
*	18.0	18.0	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	201	203	200	195	-6
% Free/Reduced Lunch:	58	57	72	74	16
% Minority:	13	12	28	35	22
% Special Education:	8	8	11	14	6
% Limited English Proficient:	2	0	0	4	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	19	18	17	-1
Average Salary ($):	20,596	21,774	23,068	25,679	5,083
Average Experience:	9	10	10	9	0
% Advanced Degree:	28	28	29	44	16
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: BRAMAN
Address: P.O. Box 130, Braman 74632

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	56	62	46	-7
5th	82	56	61	72	-10
7th	67	59	73	53	-14
9th	39	70	*	68	29
11th	70	64	43	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	72	16
7th	56	53	-3
9th	59	68	9
11th	70	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	53	-24
10th	72	63	-9

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.2	0.0	0.0	0.0	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	96.7	97.2	96.8	1.3

Average Composite ACT

1991	1992	1993	+/-
20.6	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	124	122	119	119	-5
% Free/Reduced Lunch:	55	56	62	62	7
% Minority:	56	51	60	53	-3
% Special Education:	15	15	13	16	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	13	13	13	12	-1
Average Salary ($):	21,159	23,102	24,863	26,849	5,690
Average Experience:	9	11	13	13	4
% Advanced Degree:	13	13	12	13	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: NEWKIRK
Address: P.O. Box 91, Newkirk 74647

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	30
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	59	50	55	10
5th	57	47	60	63	6
7th	63	64	70	57	-6
9th	56	60	67	63	7
11th	54	61	47	60	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	63	4
7th	47	57	10
9th	64	63	-1
11th	60	60	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	49	37	-12
10th	39	34	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	0.5	1.0	0.5	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.4	95.3	95.1	-0.6

Average Composite ACT

1991	1992	1993	+/-
20.3	21.3	18.8	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	685	682	700	711	26
% Free/Reduced Lunch:	28	28	37	36	8
% Minority:	16	15	19	16	0
% Special Education:	13	14	11	11	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	39	44	43	44	5
Average Salary ($):	21,256	22,694	24,642	26,798	5,542
Average Experience:	11	13	13	11	0
% Advanced Degree:	31	27	28	30	-1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: BLACKWELL
Address: 934 S. First St., Blackwell 74631

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	89
# of Administrators:	8	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	40	46	46	0
5th	52	55	58	51	-1
7th	49	54	55	53	4
9th	52	55	58	60	8
11th	63	55	46	49	-14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	40	51	11
7th	55	53	-2
9th	54	60	6
11th	55	49	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	50	-13
10th	58	64	6

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	1.7	5.0	6.2	4.4

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.6	94.5	94.1	-0.8

Average Composite ACT

1991	1992	1993	+/-
20.8	20.2	19.3	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,624	1,674	1,733	1,748	124
% Free/Reduced Lunch:	34	33	39	39	5
% Minority:	19	25	25	25	6
% Special Education:	10	10	11	12	2
% Limited English Proficient:	0	0	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	94	98	100	102	8
Average Salary ($):	22,862	23,201	24,897	26,513	3,651
Average Experience:	10	11	12	11	1
% Advanced Degree:	33	31	30	28	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: PONCA CITY
Address: P.O. Drawer 271, Ponca City 74602

1992-93 District Characteristics

Number of Sites:	12	# of Support Staff:	257
# of Administrators:	22	# of School Board Positions:	9
# of Counselors:	15	Length of Board Member Term:	3 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	58	66	66	10
5th	62	64	68	69	7
7th	59	61	64	64	5
9th	62	65	63	64	2
11th	62	60	60	63	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	69	11
7th	64	64	0
9th	61	64	3
11th	65	63	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	50	-9
10th	50	44	-6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.7	3.1	3.8	2.5	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	94.5	94.6	93.8	-0.2

Average Composite ACT

1991	1992	1993	+/-
22.1	21.5	21.6	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	5,523	5,624	5,727	5,782	259
% Free/Reduced Lunch:	28	27	33	32	4
% Minority:	15	16	17	19	4
% Special Education:	11	10	10	10	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	289	304	321	334	45
Average Salary ($):	25,241	27,630	28,411	29,165	3,924
Average Experience:	12	13	12	12	0
% Advanced Degree:	37	32	32	30	-7
Class-size Penalty ($):	3,155	None	20,765	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KAY
District: TONKAWA
Address: P.O. Box 10, Tonkawa 74653

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	25
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	61	60	57	2
5th	52	49	61	58	6
7th	60	53	60	54	-6
9th	59	65	56	52	-7
11th	59	51	55	63	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	58	-3
7th	49	54	5
9th	53	52	-1
11th	65	63	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	47	54	7
10th	57	53	-4

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.1	4.2	3.6	7.5	2.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.6	93.9	93.8	-1.3

Average Composite ACT

1991	1992	1993	+/-
20.2	18.4	20.2	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	676	687	722	724	48
% Free/Reduced Lunch:	32	31	34	34	2
% Minority:	16	16	18	18	2
% Special Education:	14	14	12	12	-2
% Limited English Proficient:	0	0	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	44	46	47	50	6
Average Salary ($):	22,392	22,994	24,768	26,403	4,011
Average Experience:	13	13	13	13	0
% Advanced Degree:	26	26	25	22	-4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KINGFISHER

District: DOVER

Address: P.O. Box 195, Dover 73734

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	0	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	27	54	39	-22
5th	47	35	58	59	12
7th	46	67	53	51	5
9th	67	59	49	70	3
11th	75	45	51	59	-16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	27	59	32
7th	35	51	16
9th	67	70	3
11th	59	59	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	37	42	5
10th	58	31	-27

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	1.4	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	96.1	96.0	96.5	-0.8

Average Composite ACT

1991	1992	1993	+/-
21.1	17.9	18.5	-2.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	237	239	252	237	0
% Free/Reduced Lunch:	30	30	36	38	8
% Minority:	15	12	14	18	3
% Special Education:	9	9	10	14	5
% Limited English Proficient:	0	0	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	21	21	17	-4
Average Salary ($):	19,994	22,046	23,759	25,733	5,739
Average Experience:	7	10	11	10	3
% Advanced Degree:	2	22	19	34	32
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KINGFISHER
District: LOMEGA
Address: Route 1, Box 46, Lomega 73764

1992-93 District Characteristics

Number of Sites: 2

# of Administrators: 1

# of Counselors: 1

# of Support Staff: 10

# of School Board Positions: 5

Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	49	69	56	11
5th	78	68	73	74	-4
7th	72	72	84	77	5
9th	63	77	75	80	17
11th	67	61	71	79	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	74	25
7th	68	77	9
9th	72	80	8
11th	77	79	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	61	3
10th	45	42	-3

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
98.0	97.7	98.3	97.8	-0.2

Average Composite ACT

1991	1992	1993	+/-
20.3	18.3	21.4	1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	145	140	142	150	5
% Free/Reduced Lunch:	27	28	33	31	4
% Minority:	0	1	1	4	4
% Special Education:	7	6	5	7	0
% Limited English Proficient:	3	2	0	0	-3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	15	14	14	-2
Average Salary ($):	22,478	23,680	25,045	26,778	4,300
Average Experience:	16	20	20	18	1
% Advanced Degree:	43	43	36	40	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KINGFISHER
District: KINGFISHER
Address: P.O. Box 29, Kingfisher 73750

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	41
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	60	62	74	16
5th	52	51	53	68	16
7th	59	61	58	60	1
9th	64	64	60	65	1
11th	53	58	59	58	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	68	8
7th	51	60	9
9th	61	65	4
11th	64	58	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	38	-19
10th	55	34	-21

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.2	0.6	0.8	-0.4

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	95.8	96.0	96.0	1.4

Average Composite ACT

1991	1992	1993	+/-
19.8	20.1	20.2	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,193	1,139	1,170	1,203	10
% Free/Reduced Lunch:	25	26	35	34	9
% Minority:	12	11	11	12	0
% Special Education:	9	10	10	11	2
% Limited English Proficient:	0	3	3	3	3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	74	73	72	75	1
Average Salary ($):	25,019	26,470	26,627	27,629	2,610
Average Experience:	13	16	15	15	2
% Advanced Degree:	32	33	36	36	4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KINGFISHER
District: HENNESSEY
Address: 604 E. Oklahoma, Hennessey 73742

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	33
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	63	56	69	4
5th	58	55	63	60	2
7th	61	58	57	54	-7
9th	65	59	59	66	1
11th	49	56	60	52	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	60	-3
7th	55	54	-1
9th	58	66	8
11th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	48	-12
10th	57	43	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	0.5	2.2	1.8	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.7	96.0	95.6	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.6	19.6	19.9	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	760	807	787	811	51
% Free/Reduced Lunch:	34	32	41	39	5
% Minority:	11	11	13	13	2
% Special Education:	13	12	11	16	3
% Limited English Proficient:	6	4	5	4	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	54	54	57	57	3
Average Salary ($):	21,512	22,563	23,896	26,545	5,033
Average Experience:	12	15	16	13	1
% Advanced Degree:	27	30	23	20	-7
Class-size Penalty ($):	12,622	3,629	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KINGFISHER

District: CASHION

Address: P.O. Box 100, Cashion 73016

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	64	58	68	6
5th	66	67	68	69	3
7th	62	63	63	69	7
9th	68	49	62	68	0
11th	66	63	67	65	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	69	5
7th	67	69	2
9th	63	68	5
11th	49	65	16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	82	5
10th	49	50	1

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.6	2.6	0.9	0.9	-0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	96.7	96.9	96.3	-0.4

Average Composite ACT

1991	1992	1993	+/-
20.8	19.5	21.0	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	344	351	360	357	13
% Free/Reduced Lunch:	20	20	22	22	2
% Minority:	1	0	0	1	0
% Special Education:	13	12	11	11	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	29	28	28	26	-3
Average Salary ($):	24,152	24,446	24,568	26,742	2,590
Average Experience:	11	14	14	12	1
% Advanced Degree:	35	36	30	31	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KINGFISHER
District: OKARCHE
Address: P.O. Box 276, Okarche 73762

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 1
# of Counselors: 1
# of Support Staff: 12
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	80	84	83	8
5th	69	72	66	73	4
7th	70	67	66	70	0
9th	76	69	77	67	-9
11th	69	69	59	66	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	80	73	-7
7th	72	70	-2
9th	67	67	0
11th	69	66	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	69	-2
10th	74	83	9

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.8	2.6	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	96.9	97.3	97.4	0.1

Average Composite ACT

1991	1992	1993	+/-
21.5	21.0	20.0	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	323	318	337	336	13
% Free/Reduced Lunch:	20	21	23	23	3
% Minority:	2	3	6	6	4
% Special Education:	10	10	11	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	23	24	24	-4
Average Salary ($):	24,782	25,667	25,972	27,890	3,108
Average Experience:	12	16	22	17	5
% Advanced Degree:	44	47	44	50	6
Class-size Penalty ($):	1,096	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KIOWA
District: HOBART
Address: P.O. Box 899, Hobart 73651

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	43
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	41	56	50	8
5th	45	50	56	58	13
7th	55	53	47	60	5
9th	54	40	51	49	-5
11th	46	44	52	45	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	58	17
7th	50	60	10
9th	53	49	-4
11th	40	45	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	76	13
10th	44	48	4

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.0	2.8	5.2	5.7	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.0	95.5	95.2	-0.2

Average Composite ACT

1991	1992	1993	+/-
18.3	19.4	19.5	1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	965	996	954	978	13
% Free/Reduced Lunch:	47	45	53	51	4
% Minority:	33	35	34	35	2
% Special Education:	16	16	12	13	-3
% Limited English Proficient:	1	1	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	62	61	63	62	0
Average Salary ($):	22,285	23,033	24,434	26,050	3,765
Average Experience:	11	12	12	11	1
% Advanced Degree:	50	39	40	46	-4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KIOWA
District: LONE WOLF
Address: P.O. Box 158, Lone Wolf 73655

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	50	54	44	-4
5th	53	55	46	70	17
7th	65	59	51	60	-5
9th	47	51	63	65	18
11th	44	43	38	43	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	70	20
7th	55	60	5
9th	59	65	6
11th	51	43	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	52	-5
10th	52	76	24

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.9	0.0	3.2	2.8	0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	96.5	95.7	94.9	-1.6

Average Composite ACT

1991	1992	1993	+/-
19.0	16.9	15.8	-3.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	195	200	209	203	8
% Free/Reduced Lunch:	51	50	55	56	5
% Minority:	9	7	7	7	-2
% Special Education:	13	13	19	11	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	16	16	17	2
Average Salary ($):	22,317	23,353	24,819	26,466	4,149
Average Experience:	12	17	18	12	1
% Advanced Degree:	17	16	20	21	4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KIOWA
District: SNYDER
Address: P.O. Box 368, Snyder 73566

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 1
# of Counselors: 1
# of Support Staff: 30
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	42	49	57	10
5th	54	42	52	52	-2
7th	58	53	59	57	-1
9th	50	49	58	53	3
11th	55	52	40	54	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	52	10
7th	42	57	15
9th	53	53	0
11th	49	54	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	88	17
10th	47	67	20

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.3	2.1	1.7	2.4	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.9	95.3	94.8	-0.7

Average Composite ACT

1991	1992	1993	+/-
20.2	20.1	18.6	-1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	546	560	592	586	40
% Free/Reduced Lunch:	67	65	79	70	3
% Minority:	19	23	25	25	6
% Special Education:	13	12	12	11	-2
% Limited English Proficient:	9	3	6	6	-3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	37	39	37	0
Average Salary ($):	22,766	24,142	25,488	27,392	4,626
Average Experience:	11	17	17	12	2
% Advanced Degree:	48	44	34	40	-8
Class-size Penalty ($):	None	1,794	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: KIOWA
District: ROOSEVELT
Address: P.O. Box 303, Roosevelt 73564

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	*	70	46	11
5th	*	56	60	*	*
7th	49	61	*	*	*
9th	63	67	49	*	*
11th	27	62	59	52	25

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	56	*	*
9th	61	*	*
11th	67	52	-15

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*
10th	38	49	11

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.6	0.0	0.0	3.6	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.2	96.2	94.3	-2.4

Average Composite ACT

1991	1992	1993	+/-
*	20.2	17.8	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	119	99	99	81	-38
% Free/Reduced Lunch:	63	76	63	77	14
% Minority:	18	17	19	17	-1
% Special Education:	1	1	2	0	-1
% Limited English Proficient:	16	3	0	0	-16

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	13	13	14	2
Average Salary ($):	19,112	21,271	22,904	24,188	5,076
Average Experience:	6	10	9	6	0
% Advanced Degree:	42	36	52	44	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LATIMER
District: WILBURTON
Address: 1201 W. Blair, Wilburton 74578

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	42
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	47	51	42	-19
5th	54	46	45	49	-5
7th	68	56	51	52	-16
9th	63	59	62	56	-7
11th	49	58	60	55	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	49	2
7th	46	52	6
9th	56	56	0
11th	59	55	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	61	-5
10th	57	43	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.4	0.3	0.4	1.6	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	95.8	95.0	94.0	-2.4

Average Composite ACT

1991	1992	1993	+/-
19.1	21.2	22.0	2.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,060	1,085	1,143	1,122	62
% Free/Reduced Lunch:	49	48	54	55	6
% Minority:	33	25	28	25	-8
% Special Education:	12	12	11	10	-2
% Limited English Proficient:	0	1	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	67	73	76	74	7
Average Salary ($):	23,364	24,338	25,113	26,926	3,562
Average Experience:	11	12	13	10	-1
% Advanced Degree:	35	37	35	33	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LATIMER

District: RED OAK

Address: P.O. Box 310, Red Oak 74563

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	41	65	81	71	30
5th	62	44	58	59	-3
7th	59	48	65	50	-9
9th	61	51	54	56	-5
11th	54	35	53	35	-19

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	65	59	-6
7th	44	50	6
9th	48	56	8
11th	51	35	-16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	87	39	-48
10th	58	63	5

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
7.9	2.8	0.0	1.2	-6.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.0	94.9	93.8	-2.5

Average Composite ACT

1991	1992	1993	+/-
19.8	16.5	19.6	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	252	247	253	268	16
% Free/Reduced Lunch:	66	67	71	67	1
% Minority:	40	38	37	41	1
% Special Education:	17	17	18	19	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	23	23	23	0
Average Salary ($):	20,021	21,582	23,391	25,696	5,675
Average Experience:	11	10	11	11	0
% Advanced Degree:	35	35	33	33	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LATIMER
District: BUFFALO VALLEY
Address: Route 2, Box 3505, Talihina 74571

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	20
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	70	65	66	16
5th	56	75	60	80	24
7th	64	78	54	69	5
9th	59	61	54	67	8
11th	53	57	42	48	-5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	70	80	10
7th	75	69	-6
9th	78	67	-11
11th	61	48	-13

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	48	-19
10th	64	52	-12

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.8	1.5	0.0	0.0	-5.8

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	97.5	95.9	96.6	-0.7

Average Composite ACT

1991	1992	1993	+/-
20.4	18.7	16.5	-3.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	259	243	237	236	-23
% Free/Reduced Lunch:	72	76	65	65	-7
% Minority:	41	36	32	41	0
% Special Education:	15	16	17	16	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	21	19	20	0
Average Salary ($):	19,927	21,317	22,952	24,837	4,910
Average Experience:	9	10	10	9	0
% Advanced Degree:	20	20	11	15	-5
Class-size Penalty ($):	None	None	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LATIMER
District: PANOLA
Address: P.O. Box 6, Panola 74559

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	64	39	60	16
5th	61	59	49	49	-12
7th	59	50	63	66	7
9th	63	50	52	43	-20
11th	54	36	48	45	-9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	49	-15
7th	59	66	7
9th	50	43	-7
11th	50	45	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	79	10
10th	47	54	7

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.1	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	92.9	94.2	93.5	-0.6

Average Composite ACT

1991	1992	1993	+/-
*	18.8	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	297	319	313	314	17
% Free/Reduced Lunch:	68	64	67	67	-1
% Minority:	11	13	8	26	15
% Special Education:	22	20	21	20	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	22	22	23	2
Average Salary ($):	22,566	22,654	24,274	26,199	3,633
Average Experience:	11	15	14	11	0
% Advanced Degree:	38	37	32	35	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: SPIRO
Address: West Broadway, Spiro 74959

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	47
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	35	53	61	18
5th	41	47	56	61	20
7th	56	49	56	59	3
9th	49	45	60	57	8
11th	38	37	52	50	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	35	61	26
7th	47	59	12
9th	49	57	8
11th	45	50	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	44	-10
10th	58	56	-2

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.2	1.9	2.0	1.8	1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.1	95.0	94.5	-1.2

Average Composite ACT

1991	1992	1993	+/-
18.0	18.0	18.6	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,412	1,400	1,412	1,382	-30
% Free/Reduced Lunch:	43	44	43	44	1
% Minority:	21	23	22	24	3
% Special Education:	10	10	10	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	85	84	87	87	2
Average Salary ($):	24,381	26,527	28,235	28,183	3,802
Average Experience:	13	14	14	13	0
% Advanced Degree:	35	35	28	28	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: HEAVENER
Address: P.O. Box 698, Heavener 74937 *

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	34
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	38	57	58	9
5th	56	53	59	47	-9
7th	51	55	48	55	4
9th	54	51	57	55	1
11th	53	38	47	44	-9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	47	9
7th	53	55	2
9th	55	55	0
11th	51	44	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	47	-18
10th	51	43	-8

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	3.6	4.3	3.6	1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	93.5	93.6	93.3	-0.7

Average Composite ACT

1991	1992	1993	+/-
20.3	18.2	18.3	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	869	871	905	938	69
% Free/Reduced Lunch:	43	43	42	41	-2
% Minority:	1	10	25	27	26
% Special Education:	8	8	14	11	3
% Limited English Proficient:	0	3	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	51	52	56	60	9
Average Salary ($):	23,745	26,518	27,050	28,855	5,110
Average Experience:	13	12	11	10	-3
% Advanced Degree:	45	38	33	31	-14
Class-size Penalty ($):	None	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: POCOLA
Address: P.O. Box 640, Pocola 74902

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	29
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	50	58	61	12
5th	50	46	55	58	8
7th	54	50	52	54	0
9th	44	51	59	50	6
11th	39	47	45	48	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	58	8
7th	46	54	8
9th	50	50	0
11th	51	48	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	64	-6
10th	63	36	-27

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.0	1.6	0.0	0.0	-3.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.8	95.5	95.2	-0.5

Average Composite ACT

1991	1992	1993	+/-
17.4	18.2	17.5	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	862	851	849	828	-34
% Free/Reduced Lunch:	40	40	50	52	12
% Minority:	23	24	17	44	21
% Special Education:	11	12	11	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	53	55	57	58	5
Average Salary ($):	23,722	24,275	26,246	28,094	4,372
Average Experience:	12	12	13	13	1
% Advanced Degree:	34	31	32	35	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE

District: LE FLORE

Address: P.O. Box 147, LeFlore 74942

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	23	48	39	47	24
5th	44	50	45	55	11
7th	58	50	41	52	-6
9th	47	51	60	57	10
11th	42	46	48	46	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	55	7
7th	50	52	2
9th	50	57	7
11th	51	46	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	36	45	9
10th	65	37	-28

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.2	0.0	2.4	0.0	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.3	96.1	97.5	1.2

Average Composite ACT

1991	1992	1993	+/-
20.2	17.1	17.1	-3.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	302	332	322	314	12
% Free/Reduced Lunch:	75	68	82	84	9
% Minority:	33	32	45	52	19
% Special Education:	14	12	14	18	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	24	27	28	4
Average Salary ($):	23,493	23,532	25,630	27,869	4,376
Average Experience:	14	12	12	12	-2
% Advanced Degree:	57	57	55	49	-8
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: CAMERON
Address: P.O. Box 190, Cameron 74932

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	19
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	57	49	44	-2
5th	40	57	50	65	25
7th	46	43	43	53	7
9th	44	38	48	52	8
11th	49	29	43	36	-13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	65	8
7th	57	53	-4
9th	43	52	9
11th	38	36	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	65	-14
10th	75	42	-33

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	1.6	0.8	1.6	0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	96.2	96.6	96.7	2.1

Average Composite ACT

1991	1992	1993	+/-
17.5	17.0	18.4	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	417	404	400	458	41
% Free/Reduced Lunch:	59	61	60	53	-6
% Minority:	46	41	40	33	-13
% Special Education:	13	14	14	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	24	26	27	2
Average Salary ($):	23,649	23,926	25,651	27,055	3,406
Average Experience:	12	12	11	10	-1
% Advanced Degree:	31	21	26	24	-7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: PANAMA
Address: P.O. Box 550, Panama 74951

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	26
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	67	73	76	33
5th	51	60	58	69	18
7th	45	46	63	54	9
9th	46	51	47	42	-4
11th	37	42	38	55	18

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	69	2
7th	60	54	-6
9th	46	42	-4
11th	51	55	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	56	-19
10th	55	50	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	5.0	2.3	2.2	0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	93.5	93.5	92.9	-3.4

Average Composite ACT

1991	1992	1993	+/-
17.8	17.5	16.8	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	693	683	647	665	-28
% Free/Reduced Lunch:	61	62	66	64	3
% Minority:	22	28	31	33	11
% Special Education:	10	10	11	15	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	45	48	47	45	0
Average Salary ($):	22,816	23,850	25,955	26,753	3,937
Average Experience:	12	12	14	13	1
% Advanced Degree:	47	48	48	47	0
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE

District: BOKOSHE

Address: P.O. Box 158, Bokoshe 74930

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	13
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	58	79	77	22
5th	51	52	68	65	14
7th	41	50	79	65	24
9th	52	41	58	50	-2
11th	39	47	49	49	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	65	7
7th	52	65	13
9th	50	50	0
11th	41	49	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	76	20
10th	44	41	-3

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	0.0	0.0	4.3	2.8

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	95.8	95.6	94.7	-1.9

Average Composite ACT

1991	1992	1993	+/-
17.8	19.2	17.1	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	242	246	275	262	20
% Free/Reduced Lunch:	73	71	79	83	10
% Minority:	25	29	34	26	1
% Special Education:	13	13	13	15	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	21	21	22	2
Average Salary ($):	23,631	24,448	24,984	25,792	2,161
Average Experience:	11	12	13	12	1
% Advanced Degree:	26	24	26	22	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: POTEAU
Address: 100 Mockingbird Lane, Poteau 74953

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 9
# of Counselors: 4
# of Support Staff: 66
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	57	54	55	1
5th	58	56	59	63	7
7th	54	60	63	59	5
9th	59	55	53	56	-3
11th	54	58	53	57	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	63	6
7th	56	59	3
9th	60	56	-4
11th	55	57	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	77	65	-12
10th	49	65	16

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.9	4.0	2.3	1.8	-3.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.9	94.6	95.1	0.6

Average Composite ACT

1991	1992	1993	+/-
19.5	20.7	19.7	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,847	1,859	1,865	1,878	31
% Free/Reduced Lunch:	33	33	31	31	-2
% Minority:	13	16	14	15	2
% Special Education:	10	10	9	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	111	116	117	119	8
Average Salary ($):	25,862	27,355	28,550	29,366	3,504
Average Experience:	13	14	14	14	1
% Advanced Degree:	76	71	69	71	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: WISTER
Address: P.O. Box 489, Wister 74966

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	36	50	43	-10
5th	26	43	56	60	34
7th	40	48	42	61	21
9th	39	33	40	52	13
11th	38	16	35	45	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	36	60	24
7th	43	61	18
9th	48	52	4
11th	33	45	12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	67	-2
10th	29	31	2

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.8	1.6	0.0	0.0	-1.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	94.0	93.7	94.7	-0.9

Average Composite ACT

1991	1992	1993	+/-
18.1	15.8	16.3	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	355	391	417	418	63
% Free/Reduced Lunch:	48	43	66	66	18
% Minority:	0	13	16	6	6
% Special Education:	13	10	11	11	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	29	34	32	6
Average Salary ($):	21,023	23,080	24,460	26,487	5,464
Average Experience:	11	12	11	11	0
% Advanced Degree:	29	32	30	16	-13
Class-size Penalty ($):	1,094	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: TALIHINA
Address: P.O. Box 38, Talihina 74571

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	26
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	57	48	63	16
5th	43	43	45	61	18
7th	50	53	56	56	6
9th	55	61	54	54	-1
11th	46	53	60	59	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	61	4
7th	43	56	13
9th	53	54	1
11th	61	59	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	54	-10
10th	54	57	3

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.2	1.6	3.6	2.4	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
97.3	97.1	97.2	95.6	-1.7

Average Composite ACT

1991	1992	1993	+/-
19.0	18.0	20.4	1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	588	600	646	634	46
% Free/Reduced Lunch:	71	70	72	73	2
% Minority:	48	39	44	43	-5
% Special Education:	12	12	11	13	1
% Limited English Proficient:	0	0	0	35	35

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	46	49	50	53	7
Average Salary ($):	21,663	24,290	25,040	26,992	5,329
Average Experience:	11	12	16	11	0
% Advanced Degree:	41	37	42	39	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: WHITESBORO
Address: P.O. Box 150, Whitesboro 74577

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	52	64	55	11
5th	30	50	55	58	28
7th	39	50	34	57	18
9th	42	56	49	62	20
11th	46	41	39	51	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	58	6
7th	50	57	7
9th	50	62	12
11th	56	51	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	72	9
10th	91	67	-24

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	0.0	1.6	2.9	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.9	95.1	94.4	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.3	17.5	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	223	244	222	212	-11
% Free/Reduced Lunch:	67	61	73	76	9
% Minority:	21	29	27	30	9
% Special Education:	16	14	13	13	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	19	22	21	1
Average Salary ($):	20,475	22,713	25,528	27,230	6,755
Average Experience:	10	11	16	12	3
% Advanced Degree:	23	40	40	38	15
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: HOWE
Address: P.O. Box 259, Howe 74940

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	39	57	61	57	18
5th	33	63	73	64	31
7th	66	58	71	66	0
9th	60	46	71	56	-4
11th	40	56	57	53	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	64	7
7th	63	66	3
9th	58	56	-2
11th	46	53	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	51	-4
10th	60	45	-15

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.3	3.0	0.0	0.0	-3.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	95.2	94.8	93.2	-2.1

Average Composite ACT

1991	1992	1993	+/-
16.5	19.0	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	288	288	280	255	-33
% Free/Reduced Lunch:	65	65	63	70	5
% Minority:	13	13	2	16	3
% Special Education:	19	19	19	16	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	20	22	2
Average Salary ($):	23,124	23,204	26,242	28,466	5,342
Average Experience:	12	13	15	13	1
% Advanced Degree:	20	18	20	23	3
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LE FLORE
District: ARKOMA
Address: P.O. Box 349, Arkoma 74901

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	16
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	49	56	63	9
5th	48	54	57	54	6
7th	48	49	44	51	3
9th	50	50	61	48	-2
11th	51	52	51	63	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	54	5
7th	54	51	-3
9th	49	48	-1
11th	50	63	13

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	52	-23
10th	41	62	21

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
11.6	14.1	8.5	6.3	-5.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	94.7	94.4	94.3	-1.0

Average Composite ACT

1991	1992	1993	+/-
*	19.2	22.1	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	462	470	492	487	25
% Free/Reduced Lunch:	55	54	63	63	8
% Minority:	11	18	10	8	-3
% Special Education:	14	15	19	19	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	34	33	36	38	4
Average Salary ($):	21,283	22,580	23,993	25,751	4,468
Average Experience:	11	11	11	12	1
% Advanced Degree:	30	31	28	32	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: CHANDLER
Address: 515 Steele Avenue, Chandler 74834

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	54
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	62	65	65	4
5th	64	72	70	77	13
7th	69	62	67	68	-1
9th	66	63	69	62	-4
11th	61	59	58	66	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	77	15
7th	72	68	-4
9th	62	62	0
11th	63	36	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	78	34
10th	86	55	-31

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.8	6.3	3.9	2.6	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.9	95.8	95.0	-0.4

Average Composite ACT

1991	1992	1993	+/-
20.7	20.6	20.7	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,047	1,071	1,058	1,061	14
% Free/Reduced Lunch:	39	38	38	38	-1
% Minority:	10	10	11	11	1
% Special Education:	8	7	9	10	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	72	69	70	72	0
Average Salary ($):	22,219	23,315	25,371	27,423	5,204
Average Experience:	9	11	11	10	1
% Advanced Degree:	23	16	24	22	-1
Class-size Penalty ($):	None	Exempt	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: DAVENPORT
Address: P.O. Box 849, Davenport 74026

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	57	58	66	7
5th	51	54	61	63	12
7th	52	46	62	63	11
9th	63	56	56	56	-7
11th	53	54	61	49	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	63	6
7th	54	63	9
9th	46	56	10
11th	56	49	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	45	52	7
10th	78	45	-33

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	1.9	0.0	1.7	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.1	96.0	95.2	-0.9

Average Composite ACT

1991	1992	1993	+/-
19.5	19.6	20.3	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	408	411	404	411	3
% Free/Reduced Lunch:	46	46	51	50	4
% Minority:	13	10	16	18	5
% Special Education:	14	14	11	11	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	27	28	26	0
Average Salary ($):	23,431	23,356	25,253	25,969	2,538
Average Experience:	9	8	8	9	0
% Advanced Degree:	26	22	31	37	11
Class-size Penalty ($):	None	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: WELLSTON
Address: P.O. Box 60, Wellston 74881

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 3
# of Counselors: 0
# of Support Staff: 28
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	72	69	78	8
5th	51	51	57	63	12
7th	53	56	57	55	2
9th	50	57	52	62	12
11th	49	50	51	59	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	63	-9
7th	51	55	4
9th	56	62	6
11th	57	59	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	65	-8
10th	63	51	-12

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.1	0.6	2.4	1.1	-3.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.7	95.3	94.7	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.9	18.5	18.2	-1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	596	609	626	647	51
% Free/Reduced Lunch:	36	35	40	38	2
% Minority:	9	8	9	9	0
% Special Education:	8	8	12	11	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	43	39	39	42	-1
Average Salary ($):	22,572	22,794	23,735	25,442	2,870
Average Experience:	9	13	11	7	-2
% Advanced Degree:	28	26	30	28	0
Class-size Penalty ($):	None	None	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: STROUD
Address: P.O. Drawer 410, Stroud 74079

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	39
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	53	58	56	11
5th	55	57	54	51	-4
7th	55	61	58	61	6
9th	59	70	60	63	4
11th	46	53	56	59	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	51	-2
7th	57	61	4
9th	61	63	2
11th	70	59	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	52	-28
10th	43	55	12

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.9	0.9	2.7	1.9	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.9	95.3	95.2	0.1

Average Composite ACT

1991	1992	1993	+/-
18.1	19.7	21.0	2.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	785	773	790	804	19
% Free/Reduced Lunch:	32	33	32	31	-1
% Minority:	15	14	16	14	-1
% Special Education:	14	14	13	12	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	49	50	50	52	3
Average Salary ($):	23,581	25,156	27,356	28,640	5,059
Average Experience:	12	13	15	13	1
% Advanced Degree:	21	22	22	21	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN

District: MEEKER

Address: P.O. Box 68, Meeker 74855

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	36
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	60	68	60	0
5th	61	46	60	60	-1
7th	55	67	61	54	-1
9th	60	65	62	67	7
11th	44	68	57	56	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	60	0
7th	46	54	8
9th	67	67	0
11th	65	56	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	61	-15
10th	58	48	-10

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.5	1.8	2.0	5.7	3.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	97.5	94.8	94.3	-1.2

Average Composite ACT

1991	1992	1993	+/-
19.2	20.9	19.3	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	762	785	822	846	84
% Free/Reduced Lunch:	23	22	27	24	1
% Minority:	13	14	15	17	4
% Special Education:	11	10	10	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	47	49	52	55	8
Average Salary ($):	22,892	24,524	25,825	30,418	7,526
Average Experience:	11	12	10	9	-2
% Advanced Degree:	24	25	19	20	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: PRAGUE
Address: NBU 3504, Prague 74864

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 3
# of Counselors: 1
# of Support Staff: 39
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	68	63	59	-5
5th	60	69	64	66	6
7th	58	64	58	68	10
9th	63	64	59	66	3
11th	51	54	56	63	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	66	-2
7th	69	68	-1
9th	64	66	2
11th	64	63	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	62	4
10th	64	34	-30

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.3	1.5	2.1	1.5	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
97.1	95.9	94.5	94.9	-2.2

Average Composite ACT

1991	1992	1993	+/-
19.0	19.4	19.9	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	960	988	973	988	28
% Free/Reduced Lunch:	34	33	38	37	3
% Minority:	17	19	20	17	0
% Special Education:	8	8	7	7	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	55	57	61	62	7
Average Salary ($):	22,328	24,028	25,447	27,433	5,105
Average Experience:	10	10	11	11	1
% Advanced Degree:	30	27	27	27	-3
Class-size Penalty ($):	None	None	3,263	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: CARNEY
Address: P.O. Box 240, Carney 74832

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	39	48	52	4
5th	49	50	65	60	11
7th	42	52	53	54	12
9th	42	46	53	51	9
11th	33	50	61	41	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	39	60	21
7th	50	54	4
9th	52	51	-1
11th	46	41	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	28	-18
10th	44	43	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	4.7	3.5	3.1	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	96.2	96.4	95.6	0.4

Average Composite ACT

1991	1992	1993	+/-
18.8	18.6	18.1	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	218	223	217	213	-5
% Free/Reduced Lunch:	53	52	59	60	7
% Minority:	5	9	10	13	8
% Special Education:	17	17	12	14	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	17	18	18	1
Average Salary ($):	21,948	21,942	22,746	24,449	2,501
Average Experience:	7	8	8	8	1
% Advanced Degree:	27	21	17	17	-10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LINCOLN
District: AGRA
Address: P.O. Box 279, Agra 74824

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	23
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	48	63	42	-8
5th	38	55	65	56	18
7th	65	53	53	64	-1
9th	63	53	48	58	-5
11th	38	51	57	43	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	56	8
7th	55	64	9
9th	53	58	5
11th	53	43	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	30	-43
10th	78	79	1

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	3.9	2.4	1.2	-0.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.4	94.6	93.8	-1.2

Average Composite ACT

1991	1992	1993	+/-
*	*	18.7	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	243	285	276	283	40
% Free/Reduced Lunch:	81	69	83	81	0
% Minority:	27	23	27	33	6
% Special Education:	12	10	13	18	6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	21	23	23	2
Average Salary ($):	21,166	21,906	23,835	25,636	4,470
Average Experience:	8	9	10	9	1
% Advanced Degree:	36	45	56	56	20
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOGAN

District: GUTHRIE

Address: P.O. Box 310, Guthrie 73044

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	185
# of Administrators:	12	# of School Board Positions:	7
# of Counselors:	6	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	54	49	55	7
5th	53	51	57	59	6
7th	51	52	55	56	5
9th	54	54	58	56	2
11th	51	55	49	49	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	59	5
7th	51	56	5
9th	52	56	4
11th	54	49	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	35	-17
10th	54	57	3

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
8.7	8.1	8.9	2.8	-5.9

Student Attendance Rate

1990	1991	1992	1993	+/-
93.5	94.7	93.9	93.8	0.3

Average Composite ACT

1991	1992	1993	+/-
19.7	20.1	19.9	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	3,323	3,336	3,368	3,366	43
% Free/Reduced Lunch:	43	43	47	47	4
% Minority:	19	20	22	21	2
% Special Education:	9	9	9	9	0
% Limited English Proficient:	1	1	1	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	199	203	206	214	15
Average Salary ($):	24,117	25,081	26,253	27,246	3,129
Average Experience:	10	10	11	10	0
% Advanced Degree:	29	28	31	35	6
Class-size Penalty ($):	Exempt	None	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOGAN

District: CRESCENT

Address: P.O. Box 719, Crescent 73028

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	18
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	57	63	69	8
5th	58	63	58	61	3
7th	49	51	57	63	14
9th	51	55	51	54	3
11th	51	43	45	54	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	61	4
7th	63	63	0
9th	51	54	3
11th	55	54	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	58	6
10th	70	56	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.4	2.4	0.6	6.0	1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	96.9	96.1	95.6	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.4	18.5	18.6	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	592	589	587	610	18
% Free/Reduced Lunch:	34	34	40	38	4
% Minority:	7	9	9	10	3
% Special Education:	11	11	12	13	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	39	39	40	42	3
Average Salary ($):	22,755	24,523	25,624	26,655	3,900
Average Experience:	12	13	13	12	0
% Advanced Degree:	26	31	33	31	5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOGAN
District: MULHALL-ORLANDO
Address: P.O. Box 8, Orlando 73073

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	54	72	56	0
5th	73	85	76	87	14
7th	63	69	66	77	14
9th	52	65	62	68	16
11th	38	51	53	68	30

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	87	33
7th	85	77	-8
9th	69	68	-1
11th	65	68	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	61	-6
10th	50	39	-11

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.3	97.7	96.4	-0.3

Average Composite ACT

1991	1992	1993	+/-
21.0	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	203	207	209	222	19
% Free/Reduced Lunch:	36	35	48	45	9
% Minority:	5	6	4	4	-1
% Special Education:	14	14	13	16	2
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	20	19	-1
Average Salary ($):	21,197	22,213	25,987	28,445	7,248
Average Experience:	11	9	10	10	0
% Advanced Degree:	46	30	30	31	-15
Class-size Penalty ($):	None	542	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOGAN
District: COYLE
Address: P.O. Box 287, Coyle 73027

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	20
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	27	43	52	73	46
5th	50	66	58	63	13
7th	71	77	68	72	1
9th	56	53	63	61	5
11th	45	60	53	49	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	43	63	20
7th	66	72	6
9th	77	61	-16
11th	53	49	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	83	13
10th	58	39	-19

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	4.3	1.9	2.2	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
92.7	93.2	93.6	92.8	0.1

Average Composite ACT

1991	1992	1993	+/-
17.4	19.5	17.3	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	318	333	317	311	-7
% Free/Reduced Lunch:	51	48	56	57	6
% Minority:	24	24	23	24	0
% Special Education:	15	13	16	15	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	24	25	3
Average Salary ($):	22,811	24,250	25,773	27,354	4,543
Average Experience:	10	9	10	9	-1
% Advanced Degree:	41	27	17	24	-17
Class-size Penalty ($):	606	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOVE
District: THACKERVILLE
Address: P.O. Box 377, Thackerville 73459

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	56	47	74	14
5th	61	66	62	48	-13
7th	56	57	49	51	-5
9th	33	45	49	46	13
11th	33	37	34	48	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	48	-8
7th	66	51	-15
9th	57	46	-11
11th	45	48	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	87	71	-16
10th	49	54	5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.0	4.1	1.1	2.1	-2.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	94.0	94.9	94.3	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.1	17.2	17.8	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	277	282	278	262	-15
% Free/Reduced Lunch:	46	45	46	49	3
% Minority:	8	9	10	9	1
% Special Education:	11	11	13	9	-2
% Limited English Proficient:	0	1	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	20	20	20	1
Average Salary ($):	22,865	23,258	23,945	25,671	2,806
Average Experience:	10	10	11	10	0
% Advanced Degree:	39	42	30	25	-14
Class-size Penalty ($):	683	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOVE
District: TURNER
Address: P.O. Box 159, Burneyville 73430

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	20
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	60	65	67	5
5th	54	69	77	63	9
7th	40	57	65	69	29
9th	57	61	48	63	6
11th	41	47	61	56	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	63	3
7th	69	69	0
9th	57	63	6
11th	61	56	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	39	90	51
10th	56	38	-18

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.0	1.0	0.0	0.0	-3.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.5	95.4	95.3	-0.1

Average Composite ACT

1991	1992	1993	+/-
17.0	18.7	19.7	2.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	289	271	280	266	-23
% Free/Reduced Lunch:	36	39	46	49	13
% Minority:	18	16	15	15	-3
% Special Education:	14	14	11	17	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	21	21	21	5
Average Salary ($):	26,350	27,889	27,756	28,785	2,435
Average Experience:	13	14	15	12	0
% Advanced Degree:	42	39	38	52	10
Class-size Penalty ($):	567	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: LOVE
District: MARIETTA
Address: P.O. Box 289, Marietta 73448

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	34
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	49	50	64	20
5th	59	62	64	61	2
7th	56	48	60	57	1
9th	57	61	53	54	-3
11th	53	57	51	65	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	61	12
7th	62	57	-5
9th	48	54	6
11th	61	65	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	74	-2
10th	53	52	-1

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.4	1.6	3.2	2.1	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.9	95.2	94.7	-1.2

Average Composite ACT

1991	1992	1993	+/-
20.8	19.7	19.9	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	811	810	810	812	1
% Free/Reduced Lunch:	28	28	39	39	11
% Minority:	21	22	25	25	4
% Special Education:	8	8	9	11	3
% Limited English Proficient:	0	6	7	8	8

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	53	54	55	56	3
Average Salary ($):	24,880	25,392	25,971	27,173	2,293
Average Experience:	11	11	12	12	1
% Advanced Degree:	59	56	54	52	-7
Class-size Penalty ($):	Exempt	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAJOR
District: RINGWOOD
Address: P.O. Box 235, Ringwood 73768

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	66	70	79	23
5th	60	56	67	80	20
7th	68	62	58	70	2
9th	81	65	74	70	-11
11th	59	65	77	53	-6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	80	14
7th	56	70	14
9th	62	70	8
11th	65	53	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	34	-21
10th	47	63	16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.4	96.4	95.8	-0.8

Average Composite ACT

1991	1992	1993	+/-
20.6	20.0	22.2	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	317	319	311	336	19
% Free/Reduced Lunch:	27	27	34	31	4
% Minority:	3	4	8	7	4
% Special Education:	21	21	21	21	0
% Limited English Proficient:	0	0	5	3	3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	22	22	0
Average Salary ($):	25,873	25,792	26,382	26,779	906
Average Experience:	12	12	13	13	1
% Advanced Degree:	48	50	53	46	-2
Class-size Penalty ($):	897	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAJOR
District: ALINE-CLEO
Address: P.O. Box 49, Lahoma 73754

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	0	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency.

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	78	72	73	85	7
5th	77	79	81	77	0
7th	52	74	76	79	27
9th	60	63	66	78	18
11th	41	75	56	58	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	77	5
7th	79	79	0
9th	74	78	4
11th	63	58	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	35	32	-3
10th	61	51	-10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	1.8	0.0	0.0	-1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	95.6	96.9	96.0	-0.6

Average Composite ACT

1991	1992	1993	+/-
17.6	20.0	18.4	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	235	254	242	245	10
% Free/Reduced Lunch:	34	32	32	32	-2
% Minority:	0	0	0	0	0
% Special Education:	19	17	16	16	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	21	20	21	1
Average Salary ($):	23,616	23,627	24,933	26,953	3,337
Average Experience:	13	14	15	15	3
% Advanced Degree:	44	46	45	48	4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAJOR
District: FAIRVIEW
Address: 408 E. Broadway, Fairview 73737

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	28
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	82	73	62	74	-8
5th	80	77	80	77	-3
7th	77	79	83	77	0
9th	81	76	79	75	-6
11th	66	63	75	65	-1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	73	77	4
7th	77	77	0
9th	79	75	-4
11th	76	65	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	58	-20
10th	76	56	-20

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	2.7	0.4	0.5	-2.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	96.5	96.8	96.8	0.3

Average Composite ACT

1991	1992	1993	+/-
20.0	21.0	22.9	2.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	732	787	758	781	49
% Free/Reduced Lunch:	23	22	26	26	3
% Minority:	1	1	1	1	0
% Special Education:	15	14	14	15	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	55	55	55	54	-1
Average Salary ($):	22,420	23,364	24,963	26,935	4,515
Average Experience:	13	15	16	15	2
% Advanced Degree:	40	45	44	45	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MARSHALL

District: MADILL

Address: 601 W. McArthur, Madill 73446

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	49
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	58	58	60	12
5th	48	45	45	59	11
7th	55	49	50	56	1
9th	61	54	58	59	-2
11th	47	47	51	48	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	59	1
7th	45	56	11
9th	49	59	10
11th	54	48	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	66	13
10th	51	50	-1

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.7	4.7	2.8	5.7	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	95.6	94.9	94.4	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.1	19.0	19.3	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,098	1,081	1,072	1,112	14
% Free/Reduced Lunch:	42	43	40	39	-3
% Minority:	23	25	26	28	5
% Special Education:	8	9	10	11	3
% Limited English Proficient:	5	0	2	3	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	74	78	79	79	5
Average Salary ($):	22,752	24,108	25,510	26,343	3,591
Average Experience:	11	12	12	11	0
% Advanced Degree:	49	53	48	51	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MARSHALL
District: KINGSTON
Address: P.O. Box 370, Kingston 73439

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	44
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	44	51	62	10
5th	48	62	53	53	5
7th	58	50	55	65	7
9th	50	53	44	53	3
11th	49	40	47	51	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	53	9
7th	62	65	3
9th	50	53	3
11th	53	51	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	52	-7
10th	44	24	-20

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.2	7.2	6.2	1.6	-3.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	96.6	94.5	94.1	-1.9

Average Composite ACT

1991	1992	1993	+/-
19.4	17.8	18.4	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	810	799	780	810	0
% Free/Reduced Lunch:	48	49	51	50	2
% Minority:	14	19	18	28	14
% Special Education:	12	12	13	13	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	48	49	54	58	10
Average Salary ($):	23,484	23,858	27,390	28,778	5,294
Average Experience:	11	11	12	12	1
% Advanced Degree:	60	58	58	53	-7
Class-size Penalty ($):	Exempt	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: PRYOR
Address: 521 Se First St., Pryor 74361

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	85
# of Administrators:	10	# of School Board Positions:	5
# of Counselors:	6	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	61	64	68	4
5th	64	66	68	63	-1
7th	66	67	66	65	-1
9th	71	66	70	67	-4
11th	59	67	67	61	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	63	2
7th	66	65	-1
9th	67	67	0
11th	66	61	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	63	-11
10th	74	59	-15

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.1	5.5	3.5	2.2	-2.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.6	94.5	93.8	-0.5

Average Composite ACT

1991	1992	1993	+/-
21.0	21.3	21.9	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,271	2,295	2,266	2,257	-14
% Free/Reduced Lunch:	27	27	30	30	3
% Minority:	18	20	21	23	5
% Special Education:	9	9	8	9	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	132	132	133	134	2
Average Salary ($):	25,645	27,541	29,069	29,856	4,211
Average Experience:	14	16	16	14	0
% Advanced Degree:	50	46	43	43	-7
Class-size Penalty ($):	Exempt	Exempt	2,226	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: ADAIR
Address: P.O. Box 197, Adair 74330

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 4
# of Counselors: 2
# of Support Staff: 37
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	47	55	63	11
5th	74	65	66	66	-8
7th	62	69	76	65	3
9th	65	68	65	68	3
11th	48	64	64	63	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	66	19
7th	65	65	0
9th	69	68	-1
11th	68	63	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	43	-33
10th	70	60	-10

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	3.9	1.7	1.2	-0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.6	95.7	95.1	-0.7

Average Composite ACT

1991	1992	1993	+/-
20.0	20.4	19.9	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	814	820	861	865	51
% Free/Reduced Lunch:	30	30	35	35	5
% Minority:	40	37	39	33	-7
% Special Education:	10	10	8	8	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	49	50	50	50	1
Average Salary ($):	23,058	24,792	26,422	27,982	4,924
Average Experience:	12	15	15	13	1
% Advanced Degree:	45	45	47	42	-3
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: SALINA
Address: P.O. Box 98, Salina 74365

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 4
# of Counselors: 2
# of Support Staff: 40
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	36	37	47	65	29
5th	50	59	50	46	-4
7th	52	48	56	65	13
9th	44	41	53	47	3
11th	41	41	34	29	-12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	37	46	9
7th	59	65	6
9th	48	47	-1
11th	41	29	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	49	48	-1
10th	43	23	-20

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.6	6.1	3.5	4.7	1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	94.8	93.9	94.1	-0.5

Average Composite ACT

1991	1992	1993	+/-
18.8	17.3	17.3	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	778	763	790	793	15
% Free/Reduced Lunch:	62	63	64	64	2
% Minority:	48	38	44	42	-6
% Special Education:	13	13	14	14	1
% Limited English Proficient:	16	6	7	8	-8

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	57	58	57	59	2
Average Salary ($):	21,551	23,524	24,515	26,224	4,673
Average Experience:	13	13	14	13	1
% Advanced Degree:	32	26	28	29	-3
Class-size Penalty ($):	Exempt	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: LOCUST GROVE
Address: P.O Box 399, Locust Grove 74352

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	59
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	54	55	57	13
5th	61	53	52	59	-2
7th	54	55	58	50	-4
9th	52	59	52	56	4
11th	43	37	47	48	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	59	5
7th	53	50	-3
9th	55	56	1
11th	59	48	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	52	-14
10th	59	54	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	1.5	2.2	3.3	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	94.2	94.0	92.8	-1.8

Average Composite ACT

1991	1992	1993	+/-
19.3	18.7	19.7	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,292	1,333	1,343	1,370	78
% Free/Reduced Lunch:	46	44	51	50	4
% Minority:	34	40	39	44	10
% Special Education:	12	12	14	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	84	89	91	89	5
Average Salary ($):	24,884	27,727	27,494	28,960	4,076
Average Experience:	11	11	12	12	1
% Advanced Degree:	44	39	40	40	-4
Class-size Penalty ($):	None	None	14,542	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

371

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MAYES
District: CHOUTEAU-MAZIE
Address: P.O. Box 969, Chouteau 74337

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	37
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	58	54	48	-14
5th	61	56	62	56	-5
7th	57	74	68	66	9
9th	61	60	58	69	8
11th	51	58	54	59	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	56	-2
7th	56	66	10
9th	74	69	-5
11th	60	59	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	68	-14
10th	58	56	-2

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.9	7.3	9.0	8.9	2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	94.3	93.9	93.0	-1.4

Average Composite ACT

1991	1992	1993	+/-
19.8	18.3	18.9	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	764	751	757	790	26
% Free/Reduced Lunch:	30	31	36	34	4
% Minority:	17	14	19	21	4
% Special Education:	16	16	16	14	-2
% Limited English Proficient:	0	1	8	6	6

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	48	52	53	52	4
Average Salary ($):	23,009	24,827	25,107	26,351	3,342
Average Experience:	13	12	11	12	-1
% Advanced Degree:	44	45	43	44	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CLAIN
District: NEWCASTLE
Address: 101 N. Main, Newcastle 73065

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	46
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	61	61	75	7
5th	68	68	59	61	-7
7th	63	50	59	63	0
9th	59	57	60	62	3
11th	52	50	55	58	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	61	0
7th	68	63	-5
9th	50	62	12
11th	57	58	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	77	-5
10th	43	50	7

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	2.3	0.9	0.9	0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.2	96.4	96.3	96.0	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.5	19.3	19.3	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,076	1,061	1,043	1,077	1
% Free/Reduced Lunch:	17	17	18	18	1
% Minority:	35	40	42	39	4
% Special Education:	8	8	10	10	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	69	71	74	71	2
Average Salary ($):	23,208	24,722	25,032	26,632	3,424
Average Experience:	12	13	12	11	-1
% Advanced Degree:	20	18	18	18	-2
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CLAIN
District: DIBBLE
Address: P.O. Box 9, Dibble 73031

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 3
# of Counselors: 1
# of Support Staff: 27
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	41	42	42	44	3
5th	45	36	51	42	-3
7th	50	38	53	43	-7
9th	46	55	51	38	-8
11th	42	46	41	57	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	42	0
7th	36	43	7
9th	38	38	0
11th	55	57	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	40	-23
10th	47	49	2

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.1	5.7	2.8	3.5	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.4	93.9	94.6	-0.4

Average Composite ACT

1991	1992	1993	+/-
18.6	18.3	19.0	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	603	553	558	558	-45
% Free/Reduced Lunch:	42	46	53	53	11
% Minority:	5	9	11	10	5
% Special Education:	13	14	14	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	35	35	37	41	6
Average Salary ($):	21,079	22,596	23,589	25,107	4,028
Average Experience:	9	10	10	9	0
% Advanced Degree:	20	18	19	20	0
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CLAIN
District: WASHINGTON
Address: P.O. Box 98, Washington 73093

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	26
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	63	73	55	-15
5th	64	66	72	64	0
7th	68	74	67	67	-1
9th	67	68	68	75	8
11th	58	54	59	61	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	64	1
7th	66	67	1
9th	74	75	1
11th	68	61	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	64	-7
10th	64	64	0

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.6	0.6	0.6	1.2	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	96.3	95.9	94.9	-0.9

Average Composite ACT

1991	1992	1993	+/-
19.6	19.9	19.8	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	613	616	641	640	27
% Free/Reduced Lunch:	24	24	25	25	1
% Minority:	3	13	12	10	7
% Special Education:	9	9	10	11	2
% Limited English Proficient:	0	1	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	35	36	37	36	1
Average Salary ($):	21,958	22,483	23,752	25,797	3,839
Average Experience:	9	9	11	10	1
% Advanced Degree:	20	17	19	23	3
Class-size Penalty ($):	None	None	7,087	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CLAIN
District: WAYNE
Address: P.O. Box 40, Wayne 73095

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	22
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	53	58	60	12
5th	48	55	59	56	8
7th	55	52	52	60	5
9th	45	40	58	48	3
11th	45	46	35	31	-14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	56	3
7th	55	60	5
9th	52	48	-4
11th	40	31	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	42	-14
10th	47	30	-17

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	1.2	2.0	1.3	-0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.3	95.8	95.2	-1.1

Average Composite ACT

1991	1992	1993	+/-
18.3	18.6	16.5	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	482	496	472	484	2
% Free/Reduced Lunch:	42	41	44	42	0
% Minority:	12	13	13	16	4
% Special Education:	15	14	15	16	1
% Limited English Proficient:	2	2	2	4	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	29	32	32	32	3
Average Salary ($):	23,071	25,053	26,706	28,002	4,931
Average Experience:	13	14	14	15	2
% Advanced Degree:	24	26	39	41	17
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CLAIN
District: PURCELL
Address: 919 N. Ninth St., Purcell 73080

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	58
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	58	57	59	2
5th	64	64	64	66	2
7th	61	63	69	67	6
9th	52	58	69	61	9
11th	47	50	53	54	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	66	8
7th	64	67	3
9th	63	61	-2
11th	58	54	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	47	-24
10th	56	54	-2

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	0.9	0.3	1.9	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.3	94.2	93.2	-1.9

Average Composite ACT

1991	1992	1993	+/-
18.7	19.0	19.3	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,137	1,160	1,207	1,199	62
% Free/Reduced Lunch:	27	27	33	34	7
% Minority:	25	34	30	32	7
% Special Education:	12	12	13	10	-2
% Limited English Proficient:	0	1	0	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	70	74	75	75	5
Average Salary ($):	24,820	26,191	27,266	28,637	3,817
Average Experience:	12	13	13	12	0
% Advanced Degree:	29	26	28	28	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CLAIN
District: BLANCHARD
Address: P.O. Box 2620, Blanchard 73010

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	31
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	50	52	55	-1
5th	58	68	67	68	10
7th	60	53	58	65	5
9th	59	62	62	63	4
11th	44	59	60	57	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	68	18
7th	68	65	-3
9th	53	63	10
11th	62	57	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	48	-19
10th	75	34	-41

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.6	1.1	2.9	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.8	95.5	94.8	0.3

Average Composite ACT

1991	1992	1993	+/-
18.7	19.4	19.0	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	862	940	985	1,026	164
% Free/Reduced Lunch:	18	17	28	26	8
% Minority:	10	9	11	10	0
% Special Education:	13	12	11	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	59	61	60	64	5
Average Salary ($):	22,300	23,556	25,553	28,073	5,773
Average Experience:	10	11	14	11	1
% Advanced Degree:	21	28	24	20	-1
Class-size Penalty ($):	4,708	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: **MC CURTAIN**
District: **IDABEL**
Address: **P.O. Box 29, Idabel 74745**

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	115
# of Administrators:	9	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	50	65	64	11
5th	50	56	58	61	11
7th	43	49	46	55	12
9th	49	56	50	56	7
11th	36	40	45	56	20

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	61	11
7th	56	55	-1
9th	49	56	7
11th	56	56	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	47	1
10th	57	49	-8

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.8	7.7	0.7	3.1	-1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	94.9	95.4	94.9	0.1

Average Composite ACT

1991	1992	1993	+/-
18.1	18.5	18.1	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,889	1,826	1,808	1,747	-142
% Free/Reduced Lunch:	64	66	70	72	8
% Minority:	46	49	48	51	5
% Special Education:	15	15	15	17	2
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	135	140	140	137	2
Average Salary ($):	22,625	24,798	25,621	26,713	4,088
Average Experience:	12	12	14	13	1
% Advanced Degree:	43	43	44	47	4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: HAWORTH
Address: P.O. Box 99, Haworth 74740

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	33
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	35	53	36	-6
5th	38	38	54	55	17
7th	50	49	49	40	-10
9th	39	40	48	43	4
11th	35	34	36	39	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	35	55	20
7th	38	40	2
9th	49	43	-6
11th	40	39	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	42	-40
10th	52	56	4

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.3	2.3	3.4	3.1	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.2	94.7	95.5	0.6

Average Composite ACT

1991	1992	1993	+/-
17.8	18.6	18.0	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	585	589	591	596	11
% Free/Reduced Lunch:	61	61	62	61	0
% Minority:	24	29	28	28	4
% Special Education:	9	9	10	9	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	43	43	43	42	-1
Average Salary ($):	22,136	24,049	24,736	26,258	4,122
Average Experience:	11	16	16	13	2
% Advanced Degree:	23	23	21	17	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: VALLIANT
Address: P.O. Box 777, Valliant 74764

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	44
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	54	55	63	25
5th	46	51	46	63	17
7th	52	55	53	60	8
9th	48	59	48	63	15
11th	48	46	45	56	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	63	9
7th	51	60	9
9th	55	63	8
11th	59	56	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	75	-4
10th	66	63	-3

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.6	4.0	3.2	3.5	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	94.6	94.5	93.9	-2.6

Average Composite ACT

1991	1992	1993	+/-
20.2	19.7	17.5	-2.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	944	922	948	983	39
% Free/Reduced Lunch:	50	51	50	48	-2
% Minority:	14	24	16	18	4
% Special Education:	8	8	12	12	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	66	62	63	65	-1
Average Salary ($):	23,282	23,337	24,916	26,845	3,563
Average Experience:	12	12	12	12	0
% Advanced Degree:	40	38	40	42	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: EAGLETOWN
Address: P.O. Box 38, Eagletown 74734

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	45	57	41	-6
5th	45	54	34	46	1
7th	38	48	50	56	18
9th	63	44	57	54	-9
11th	45	35	57	36	-9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	46	1
7th	54	56	2
9th	48	54	6
11th	44	36	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	56	12
10th	36	43	7

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.2	2.2	2.5	4.7	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
98.1	97.9	97.6	96.3	-1.8

Average Composite ACT

1991	1992	1993	+/-
18.3	17.0	19.8	1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	277	265	254	245	-32
% Free/Reduced Lunch:	63	66	58	60	-3
% Minority:	27	27	28	29	2
% Special Education:	11	12	11	10	-1
% Limited English Proficient:	0	0	0	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	22	22	23	1
Average Salary ($):	22,254	24,858	26,466	27,943	5,689
Average Experience:	11	14	12	10	-1
% Advanced Degree:	24	27	19	22	-2
Class-size Penalty ($):	1,035	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: SMITHVILLE
Address: P.O. Box 8, Smithville 74957

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	38
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	47	74	77	28
5th	43	66	60	59	16
7th	56	44	56	63	7
9th	49	55	46	56	7
11th	44	32	41	48	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	59	12
7th	66	63	-3
9th	44	56	12
11th	55	48	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	60	-16
10th	45	28	-17

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	4.5	3.7	1.6	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.2	95.6	95.7	-0.7

Average Composite ACT

1991	1992	1993	+/-
17.7	17.1	17.7	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	361	376	354	353	-8
% Free/Reduced Lunch:	88	85	85	86	-2
% Minority:	39	37	39	40	1
% Special Education:	9	9	7	7	-2
% Limited English Proficient:	12	9	6	13	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	27	26	27	28	1
Average Salary ($):	23,662	25,406	27,493	28,662	5,000
Average Experience:	11	13	13	12	1
% Advanced Degree:	33	34	32	34	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: WRIGHT CITY
Address: P.O. Box 329, Wright City 74766

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 28
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	57	76	78	21
5th	40	59	67	57	17
7th	51	54	38	52	1
9th	56	41	51	62	6
11th	38	50	51	44	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	57	0
7th	59	52	-7
9th	54	62	8
11th	41	44	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	46	-12
10th	46	46	0

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.3	3.7	6.0	6.4	5.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.3	95.0	94.5	-1.0

Average Composite ACT

1991	1992	1993	+/-
17.2	18.8	19.6	2.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	498	469	477	470	-28
% Free/Reduced Lunch:	59	63	63	64	5
% Minority:	39	38	39	41	2
% Special Education:	9	10	11	9	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	36	36	35	35	-1
Average Salary ($):	21,310	23,104	24,977	26,212	4,902
Average Experience:	11	11	12	12	1
% Advanced Degree:	25	38	40	39	14
Class-size Penalty ($):	None	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: BATTIEST
Address: P.O. Box 199, Battiest 74722

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	27
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	43	82	60	14
5th	59	48	66	63	4
7th	44	49	59	53	9
9th	60	47	51	43	-17
11th	41	53	59	39	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	43	63	20
7th	48	53	5
9th	49	43	-6
11th	47	39	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	74	6
10th	21	77	56

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.1	0.0	1.0	2.1	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	94.2	95.4	95.2	0.8

Average Composite ACT

1991	1992	1993	+/-
16.5	18.0	19.5	3.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	351	333	353	355	4
% Free/Reduced Lunch:	74	78	63	62	-12
% Minority:	37	25	29	34	-3
% Special Education:	7	8	7	9	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	26	27	29	5
Average Salary ($):	22,123	23,134	25,770	25,325	3,202
Average Experience:	10	10	12	9	-1
% Advanced Degree:	18	16	23	18	0
Class-size Penalty ($):	9,222	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC CURTAIN
District: BROKEN BOW
Address: 108 W. Fifth St., Broken Bow 74728

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	98
# of Administrators:	8	# of School Board Positions:	5
# of Counselors:	6	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	47	49	56	3
5th	56	52	59	52	-4
7th	50	53	54	60	10
9th	48	54	58	55	7
11th	40	45	48	53	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	52	5
7th	52	60	8
9th	53	55	• 2
11th	54	53	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	49	47	-2
10th	55	37	-18

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.5	5.0	7.1	5.0	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	94.4	95.0	94.3	-0.4

Average Composite ACT

1991	1992	1993	+/-
19.7	19.4	19.5	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,754	1,787	1,815	1,822	68
% Free/Reduced Lunch:	55	54	66	66	11
% Minority:	31	31	33	33	2
% Special Education:	9	9	10	12	3
% Limited English Proficient:	4	5	4	4	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	112	117	120	120	8
Average Salary ($):	24,220	26,288	27,179	28,396	4,176
Average Experience:	14	16	15	15	1
% Advanced Degree:	49	50	46	46	-3
Class-size Penalty ($):	Exempt	None	25,649	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC INTOSH
District: EUFAULA
Address: P.O. Box 609, Eufaula 74432

1992-93 District Characteristics

Number of Sites: 5
# of Administrators: 6
# of Counselors: 2
# of Support Staff: 56
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	60	63	63	0
5th	52	55	57	58	6
7th	56	55	56	59	3
9th	45	52	57	58	13
11th	46	36	53	56	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	58	-2
7th	55	59	4
9th	55	58	3
11th	52	56	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	42	-13
10th	62	55	-7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.0	2.6	3.0	2.5	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
92.6	92.4	93.8	93.4	0.8

Average Composite ACT

1991	1992	1993	+/-
18.6	17.0	19.8	1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,058	1,069	1,089	1,118	60
% Free/Reduced Lunch:	65	65	68	67	2
% Minority:	48	46	48	47	-1
% Special Education:	16	16	17	17	1
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	73	76	79	81	8
Average Salary ($):	25,253	26,699	27,267	28,298	3,045
Average Experience:	14	14	15	14	0
% Advanced Degree:	41	41	41	40	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC INTOSH
District: CHECOTAH
Address: P.O. Box 289, Checotah 74426

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	75
# of Administrators:	8	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	61	53	53	3
5th	48	62	58	63	15
7th	51	56	56	59	8
9th	54	49	55	55	1
11th	58	53	47	43	-15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	63	2
7th	62	59	-3
9th	56	55	-1
11th	49	43	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	60	1
10th	50	41	-9

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
7.2	9.0	8.9	2.6	-4.6

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	94.3	94.1	93.2	-1.0

Average Composite ACT

1991	1992	1993	+/-
20.8	20.2	18.6	-2.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,362	1,445	1,427	1,483	121
% Free/Reduced Lunch:	56	53	63	61	5
% Minority:	28	31	31	31	3
% Special Education:	12	12	11	11	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	87	89	92	96	9
Average Salary ($):	24,695	26,300	28,280	29,125	4,430
Average Experience:	14	14	15	15	1
% Advanced Degree:	50	46	47	46	-4
Class-size Penalty ($):	None	Exempt	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC INTOSH
District: MIDWAY
Address: P.O. Box 127, Council Hill 74428

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	34	45	50	7
5th	39	53	54	46	7
7th	28	40	74	45	17
9th	32	42	51	44	12
11th	30	28	42	41	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	34	46	12
7th	53	45	-8
9th	40	44	4
11th	42	41	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	71	3
10th	42	28	-14

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.8	2.9	2.9	1.8	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.9	94.6	94.9	-1.4

Average Composite ACT

1991	1992	1993	+/-
16.2	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	197	186	206	193	-4
% Free/Reduced Lunch:	55	58	59	63	8
% Minority:	22	22	14	21	-1
% Special Education:	6	6	10	11	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	14	14	14	2
Average Salary ($):	22,626	22,329	24,225	26,329	3,703
Average Experience:	13	14	14	12	-2
% Advanced Degree:	29	33	28	32	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MC INTOSH
District: HANNA
Address: P.O. Box H., Hanna 74845

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	16	*	34	-29
5th	43	*	53	*	*
7th	24	40	66	*	*
9th	18	60	*	*	*
11th	*	49	*	49	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	16	*	*
7th	*	*	*
9th	40	*	*
11th	60	49	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	*	*
10th	66	*	*

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.4	8.0	2.9	5.2	0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	93.8	93.3	91.2	-3.3

Average Composite ACT

1991	1992	1993	+/-
*	18.4	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	148	123	129	146	-2
% Free/Reduced Lunch:	87	100	89	78	-9
% Minority:	55	50	49	55	0
% Special Education:	10	12	12	11	1
% Limited English Proficient:	0	0	0	66	66

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	15	12	-2
Average Salary ($):	19,155	20,216	22,486	23,108	3,953
Average Experience:	8	7	8	5	-3
% Advanced Degree:	25	18	21	8	-17
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MURRAY
District: SULPHUR
Address: 1021 W. Ninth St., Sulphur 73086

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	52
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	67	66	64	17
5th	52	55	53	61	9
7th	52	52	52	63	11
9th	61	59	62	60	-1
11th	46	54	62	49	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	61	-6
7th	55	63	8
9th	52	60	8
11th	59	49	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	61	2
10th	39	44	5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	3.2	1.6	2.1	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	94.9	94.7	94.3	-0.9

Average Composite ACT

1991	1992	1993	+/-
18.1	18.3	20.2	2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,342	1,348	1,393	1,363	21
% Free/Reduced Lunch:	37	37	45	46	9
% Minority:	17	20	21	23	6
% Special Education:	10	10	11	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	86	87	87	92	6
Average Salary ($):	24,539	26,208	26,811	26,177	1,638
Average Experience:	12	13	13	12	0
% Advanced Degree:	50	49	44	42	-8
Class-size Penalty ($):	966	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MURRAY
District: DAVIS
Address: 400 E. Atlanta, Davis 73030

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 3
# of Counselors: 1
# of Support Staff: 40
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	43	54	51	9
5th	57	55	40	50	-7
7th	64	57	55	61	-3
9th	57	56	72	54	-3
11th	51	40	53	52	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	43	50	7
7th	55	61	6
9th	57	54	-3
11th	56	52	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	51	-11
10th	51	61	10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.6	0.4	1.9	1.3	-1.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.8	94.2	94.3	-1.1

Average Composite ACT

1991	1992	1993	+/-
18.7	18.4	20.0	1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	815	808	804	839	24
% Free/Reduced Lunch:	33	33	38	36	3
% Minority:	16	20	28	23	7
% Special Education:	10	10	9	8	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	51	51	53	53	2
Average Salary ($):	24,532	24,882	27,414	26,901	2,369
Average Experience:	13	14	16	13	0
% Advanced Degree:	38	38	42	35	-3
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: HASKELL
Address: P.O. Box 278, Haskell 74436

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	36
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	49	58	49	-8
5th	62	47	56	51	-11
7th	47	55	58	54	7
9th	53	50	60	56	3
11th	39	45	46	48	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	51	2
7th	47	54	7
9th	55	56	1
11th	50	48	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	39	-22
10th	50	43	-7

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.4	3.2	1.9	1.0	-1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	96.0	95.9	95.3	-0.1

Average Composite ACT

1991	1992	1993	+/-
17.8	19.0	18.0	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	743	765	801	840	97
% Free/Reduced Lunch:	36	35	37	35	-1
% Minority:	33	33	29	33	0
% Special Education:	11	10	11	11	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	47	51	52	53	6
Average Salary ($):	23,098	23,627	24,331	26,274	3,176
Average Experience:	13	13	12	12	-1
% Advanced Degree:	50	46	38	35	-15
Class-size Penalty ($):	None	1,752	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: FT GIBSON
Address: P.O. Box 280, Fort Gibson 74434

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	67
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	73	74	74	4
5th	69	66	69	64	-5
7th	60	60	71	66	6
9th	63	56	62	58	-5
11th	51	51	52	55	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	73	64	-9
7th	66	66	0
9th	60	58	-2
11th	56	55	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	52	-23
10th	51	49	-2

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.8	7.0	2.9	3.2	-1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	95.3	95.1	94.7	-0.6

Average Composite ACT

1991	1992	1993	+/-
20.1	19.9	19.7	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,598	1,615	1,669	1,763	165
% Free/Reduced Lunch:	32	32	35	33	1
% Minority:	27	32	37	34	7
% Special Education:	10	10	11	10	0
% Limited English Proficient:	0	0	0	9	9

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	99	104	108	111	12
Average Salary ($):	25,953	26,417	26,583	27,541	1,588
Average Experience:	13	16	16	13	0
% Advanced Degree:	52	52	49	44	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE

District: BOYNTON

Address: P.O. Box 97, Boynton 74422

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	7
# of Counselors:	0	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	71	81	56	-1
5th	45	43	50	48	3
7th	49	39	74	53	4
9th	47	74	65	64	17
11th	48	52	47	41	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	48	-23
7th	43	53	10
9th	39	64	25
11th	74	41	-33

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	58	-5
10th	63	57	-6

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.6	2.8	0.0	0.0	-1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
99.2	98.6	99.3	99.3	0.1

Average Composite ACT

1991	1992	1993	+/-
*	*	15.7	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	191	276	251	283	92
% Free/Reduced Lunch:	78	54	81	72	-6
% Minority:	58	56	71	72	14
% Special Education:	9	6	12	11	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	16	17	19	3
Average Salary ($):	21,801	22,200	24,618	27,084	5,283
Average Experience:	10	14	16	13	3
% Advanced Degree:	19	17	21	25	6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: WEBBERS FALLS
Address: P.O. Box 300, Webbers Falls 74470

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 1
# of Counselors: 1
# of Support Staff: 16
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	51	64	68	23
5th	56	49	56	56	0
7th	62	51	55	34	-28
9th	49	45	55	49	0
11th	41	54	50	47	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	56	5
7th	49	34	-15
9th	51	49	-2
11th	45	47	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	50	-15
10th	24	51	27

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.0	0.0	2.7	1.9	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
97.2	96.1	95.8	95.7	-1.5

Average Composite ACT

1991	1992	1993	+/-
18.3	21.5	18.6	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	339	333	353	351	12
% Free/Reduced Lunch:	58	59	64	64	6
% Minority:	18	20	33	35	17
% Special Education:	18	18	20	19	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	24	24	26	2
Average Salary ($):	23,229	25,309	26,870	28,777	5,548
Average Experience:	13	15	21	15	2
% Advanced Degree:	31	28	33	33	2
Class-size Penalty ($):	Exempt	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: OKTAHA
Address: P.O. Box 9, Oktaha 74450

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	31
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	57	60	61	8
5th	45	63	61	70	25
7th	59	56	42	64	5
9th	57	62	53	56	-1
11th	43	43	58	64	21

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	70	13
7th	63	64	1
9th	56	56	0
11th	62	64	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	47	-16
10th	46	69	23

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.4	1.9	0.6	-0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.6	95.8	95.3	0.2

Average Composite ACT

1991	1992	1993	+/-
18.3	18.0	19.6	1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	465	473	470	517	52
% Free/Reduced Lunch:	39	39	35	32	-7
% Minority:	34	34	36	44	10
% Special Education:	11	11	13	11	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	32	32	33	5
Average Salary ($):	24,290	23,872	24,991	26,352	2,062
Average Experience:	9	8	9	10	1
% Advanced Degree:	25	21	22	24	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: MUSKOGEE
Address: 570 N. Sixth St., Muskogee 74401

1992-93 District Characteristics

Number of Sites: 13
# of Administrators: 23
# of Counselors: 17
# of Support Staff: 294
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	53	55	56	2
5th	55	57	56	59	4
7th	46	50	48	49	3
9th	49	53	47	47	-2
11th	48	52	48	48	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	59	6
7th	57	49	-8
9th	50	47	-3
11th	53	48	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	43	-17
10th	56	38	-18

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.3	4.2	5.5	4.2	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	94.3	94.2	94.0	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.9	19.9	20.2	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	6,926	6,908	6,951	6,925	-1
% Free/Reduced Lunch:	43	43	49	49	6
% Minority:	43	46	47	48	5
% Special Education:	12	12	10	10	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	396	413	429	441	45
Average Salary ($):	29,413	31,143	32,430	33,377	3,964
Average Experience:	14	13	14	14	0
% Advanced Degree:	57	51	51	51	-6
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: HILLDALE
Address: Route 8, Box 141, Muskogee 74401

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	50
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	67	73	71	10
5th	63	69	71	71	8
7th	61	60	66	68	7
9th	59	59	65	58	-1
11th	56	54	61	60	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	71	4
7th	69	68	-1
9th	60	58	-2
11th	59	60	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	52	-7
10th	70	63	-7

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.0	1.4	4.2	2.5	0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	94.9	95.5	95.1	0.4

Average Composite ACT

1991	1992	1993	+/-
20.3	20.1	20.6	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,525	1,421	1,527	1,526	1
% Free/Reduced Lunch:	18	20	20	20	2
% Minority:	22	21	26	23	1
% Special Education:	16	17	16	16	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	89	92	92	94	5
Average Salary ($):	26,838	28,002	28,744	30,124	3,286
Average Experience:	11	12	13	13	2
% Advanced Degree:	42	42	41	39	-3
Class-size Penalty ($):	None	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: BRAGGS
Address: P.O. Box 59, Braggs 74423

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	75	48	63	25
5th	52	54	65	75	23
7th	50	43	59	62	12
9th	45	58	40	54	9
11th	33	43	25	51	18

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	75	75	0
7th	54	62	8
9th	43	54	11
11th	58	51	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	78	32
10th	64	48	-16

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.8	2.8	0.0	3.4	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
93.9	94.4	94.8	94.5	0.6

Average Composite ACT

1991	1992	1993	+/-
18.0	17.0	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	243	247	232	212	-31
% Free/Reduced Lunch:	46	45	51	55	9
% Minority:	35	49	49	56	21
% Special Education:	13	13	13	18	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	16	16	15	-1
Average Salary ($):	22,192	22,984	24,966	24,539	2,347
Average Experience:	10	9	10	9	-2
% Advanced Degree:	58	54	54	26	-32
Class-size Penalty ($):	351	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: WARNER
Address: Route 1, Box 1240, Warner 74469

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	27
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	57	47	59	-2
5th	68	51	63	62	-6
7th	59	69	69	61	2
9th	60	53	64	67	7
11th	52	61	49	52	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	62	5
7th	51	61	10
9th	69	67	-2
11th	53	52	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	48	-8
10th	66	56	-10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.5	2.6	0.5	0.5	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	96.3	95.4	94.6	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.9	20.3	19.5	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	704	672	695	753	49
% Free/Reduced Lunch:	43	45	43	40	-3
% Minority:	33	34	37	43	10
% Special Education:	13	13	12	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	40	42	43	43	3
Average Salary ($):	24,031	25,317	26,795	28,649	4,618
Average Experience:	14	16	16	16	2
% Advanced Degree:	38	37	38	38	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: MUSKOGEE
District: PORUM
Address: P.O. Box 189, Porum 74455

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	20
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	42	44	39	4
5th	61	47	34	66	5
7th	43	42	70	59	16
9th	43	49	54	61	18
11th	38	41	59	62	24

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	66	24
7th	47	59	12
9th	42	61	19
11th	49	62	13

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	75	-9
10th	65	42	-23

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.3	9.0	12.1	4.1	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	93.2	93.6	93.4	-1.0

Average Composite ACT

1991	1992	1993	+/-
23.6	17.4	19.2	-4.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	462	456	462	450	-12
% Free/Reduced Lunch:	65	66	71	73	8
% Minority:	16	35	29	38	22
% Special Education:	14	14	12	12	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	34	34	35	34	0
Average Salary ($):	20,598	22,556	24,755	26,601	6,003
Average Experience:	11	12	13	11	0
% Advanced Degree:	37	29	39	47	10
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOBLE
District: PERRY
Address: 900 Fir Avenue, Perry 73077

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	45
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	67	64	72	6
5th	62	55	68	68	6
7th	57	59	60	58	1
9th	58	67	63	61	3
11th	57	62	57	62	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	68	1
7th	55	58	3
9th	59	61	2
11th	67	62	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	54	-8
10th	53	73	20

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.9	2.0	1.7	2.6	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	95.6	95.9	95.0	-1.0

Average Composite ACT

1991	1992	1993	+/-
20.1	21.1	19.1	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,211	1,237	1,271	1,317	106
% Free/Reduced Lunch:	29	28	36	35	6
% Minority:	11	11	11	9	-2
% Special Education:	18	18	15	16	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	77	82	84	86	9
Average Salary ($):	23,641	26,084	27,176	28,136	4,495
Average Experience:	11	12	12	11	0
% Advanced Degree:	40	35	33	30	-10
Class-size Penalty ($):	9,339	None	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOBLE
District: BILLINGS
Address: P.O. Box 39, Billings 74630

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	13
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	49	69	78	20
5th	66	64	64	58	-8
7th	51	40	59	80	29
9th	75	67	42	53	-22
11th	61	49	68	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	58	9
7th	64	80	16
9th	40	53	13
11th	67	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	26	-28
10th	28	55	27

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	2.3	2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	97.0	96.9	96.0	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.6	19.0	20.2	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	189	181	188	181	-8
% Free/Reduced Lunch:	42	44	59	61	19
% Minority:	4	1	2	2	-2
% Special Education:	20	20	17	21	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	17	17	17	1
Average Salary ($):	20,553	22,513	24,103	25,770	5,217
Average Experience:	9	15	16	9	0
% Advanced Degree:	43	36	27	25	-18
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOBLE
District: FRONTIER
Address: P.O. Box 130, Red Rock 74651

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	36
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	43	66	50	-7
5th	61	70	71	61	0
7th	59	66	72	77	18
9th	45	55	55	63	18
11th	31	64	44	44	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	43	61	18
7th	70	77	7
9th	66	63	-3
11th	55	44	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	47	-35
10th	59	49	-10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
8.6	3.9	1.3	2.3	-6.3

Student Attendance Rate

1990	1991	1992	1993	+/-
93.6	93.1	93.0	94.1	0.5

Average Composite ACT

1991	1992	1993	+/-
*	20.3	17.3	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	353	403	382	393	40
% Free/Reduced Lunch:	59	51	67	65	6
% Minority:	53	56	55	54	1
% Special Education:	21	14	16	19	-2
% Limited English Proficient:	0	0	0	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	43	35	38	38	-5
Average Salary ($):	28,072	26,133	27,538	30,722	2,650
Average Experience:	9	10	10	11	2
% Advanced Degree:	28	26	24	31	3
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOBLE
District: MORRISON
Address: P.O. Box 176, Morrison 73061

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	19
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	53	61	59	6
5th	54	68	63	66	12
7th	68	64	59	66	-2
9th	48	67	72	66	18
11th	50	59	47	71	21

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	66	13
7th	68	66	-2
9th	64	66	2
11th	67	71	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	34	-25
10th	46	53	7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	0.8	0.7	1.5	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	97.0	96.8	95.4	-1.3

Average Composite ACT

1991	1992	1993	+/-
19.2	20.5	18.6	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	405	429	446	444	39
% Free/Reduced Lunch:	39	37	54	54	15
% Minority:	4	3	2	2	-2
% Special Education:	13	13	15	14	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	29	30	29	1
Average Salary ($):	22,702	23,692	26,051	26,279	3,577
Average Experience:	11	11	11	11	0
% Advanced Degree:	22	16	18	16	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOWATA
District: OKLAHOMA UNION
Address: P.O. Box 159, Lenapah 74042

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	22
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	45	52	39	-7
5th	47	36	58	50	3
7th	46	49	48	52	6
9th	53	46	50	49	-4
11th	47	50	46	44	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	50	5
7th	36	52	16
9th	49	49	0
11th	46	44	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	49	51	2
10th	62	28	-34

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	6.6	0.0	6.0	5.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.9	95.0	95.5	0.0

Average Composite ACT

1991	1992	1993	+/-
*	18.2	18.1	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	348	343	391	418	70
% Free/Reduced Lunch:	42	43	57	54	12
% Minority:	26	19	18	15	-11
% Special Education:	18	15	16	14	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	28	29	34	4
Average Salary ($):	21,012	21,172	25,120	27,761	6,749
Average Experience:	9	7	8	7	-2
% Advanced Degree:	20	9	13	9	-11
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOWATA
District: DELAWARE
Address: P.O. Box 69, Delaware 74027

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	27	46	45	-11
5th	35	47	64	29	-6
7th	36	55	44	48	12
9th	40	66	36	67	27
11th	24	50	38	41	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	27	29	2
7th	47	48	1
9th	55	67	12
11th	66	41	-25

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	54	0
10th	41	29	-12

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	12.9	12.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	95.2	94.6	92.4	-1.7

Average Composite ACT

1991	1992	1993	+/-
*	16.7	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	130	131	132	164	34
% Free/Reduced Lunch:	61	60	68	54	-7
% Minority:	23	17	26	30	7
% Special Education:	11	11	12	15	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	12	10	11	0
Average Salary ($):	19,909	21,856	23,369	25,127	5,218
Average Experiencc:	9	11	15	9	0
% Advanced Degree:	24	29	34	33	9
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOWATA

District: NOWATA

Address: 707 W. Osage, Nowata 74048

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	48
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	41	41	48	47	6
5th	45	46	52	54	9
7th	56	48	45	50	-6
9th	55	51	60	47	-8
11th	49	41	56	49	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	54	13
7th	46	50	4
9th	48	47	-1
11th	51	49	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	26	-20
10th	70	36	-34

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.4	1.5	2.4	4.0	2.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	96.2	95.5	94.5	-1.4

Average Composite ACT

1991	1992	1993	+/-
20.8	19.0	19.7	-1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,005	995	1,033	1,048	43
% Free/Reduced Lunch:	31	31	34	34	3
% Minority:	30	33	30	36	6
% Special Education:	10	10	9	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	63	63	64	66	3
Average Salary ($):	22,493	24,398	25,130	25,978	3,485
Average Experience:	10	11	12	12	2
% Advanced Degree:	23	26	25	24	1
Class-size Penalty ($):	None	9,343	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: NOWATA

District: S COFFEYVILLE

Address: P.O. Drawer 190, S. Coffeyville 74072

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	51	46	60	7
5th	48	50	58	61	13
7th	54	46	46	56	2
9th	46	52	53	49	3
11th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	61	10
7th	50	56	6
9th	46	49	3
11th	52	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	72	28
10th	*	*	*

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
8.1	0.0	0.0	3.8	-4.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.6	96.7	95.6	-0.3

Average Composite ACT

1991	1992	1993	+/-
*	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	239	263	256	262	23
% Free/Reduced Lunch:	41	38	48	47	6
% Minority:	15	15	20	34	19
% Special Education:	15	13	12	13	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	16	18	17	2
Average Salary ($):	25,251	25,127	26,730	28,984	3,733
Average Experience:	15	16	15	16	1
% Advanced Degree:	36	39	40	35	-1
Class-size Penalty ($):	8,827	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKFUSKEE
District: MASON
Address: Route 1, Box 143B, Mason 74859

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	22
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	45	61	66	31
5th	43	36	37	54	11
7th	41	35	44	50	9
9th	19	46	58	58	39
11th	43	31	*	41	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	54	9
7th	36	50	14
9th	35	58	23
11th	46	41	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	55	-17
10th	55	30	-25

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	0.0	0.0	0.0	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	93.3	94.5	93.1	-1.7

Average Composite ACT

1991	1992	1993	+/-
17.3	19.2	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	240	226	223	230	-10
% Free/Reduced Lunch:	81	86	80	77	-4
% Minority:	51	55	53	51	0
% Special Education:	12	12	10	12	0
% Limited English Proficient:	32	37	40	38	6

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	21	21	20	0
Average Salary ($):	21,942	22,270	23,182	24,545	2,603
Average Experience:	10	11	12	11	1
% Advanced Degree:	38	36	42	40	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKFUSKEE
District: BOLEY
Address: P.O. Box 248, Boley 74829

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	7
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	11	68	10	19	8
5th	11	46	65	78	67
7th	31	50	*	29	-2
9th	34	52	32	31	-3
11th	13	58	46	24	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	78	10
7th	46	29	-17
9th	50	31	-19
11th	52	24	-28

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	31	50	19
10th	31	24	-7

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.9	0.0	0.0	0.0	-1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
97.2	96.1	97.3	97.2	0.0

Average Composite ACT

1991	1992	1993	+/-
14.4	15.8	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	158	160	150	138	-20
% Free/Reduced Lunch:	93	91	91	99	6
% Minority:	100	98	100	100	0
% Special Education:	12	12	11	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	15	14	13	-3
Average Salary ($):	20,721	23,119	23,622	25,467	4,746
Average Experience:	15	16	13	9	-5
% Advanced Degree:	36	25	14	23	-13
Class-size Penalty ($):	6,133	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKFUSKEE

District: PADEN

Address: P.O. Box 370, Paden 74860

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	38	73	51	-7
5th	49	43	61	57	8
7th	51	61	51	50	-1
9th	50	71	51	74	24
11th	50	49	47	70	20

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	57	19
7th	43	50	7
9th	61	74	13
11th	71	70	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	64	-18
10th	74	53	-21

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.4	5.8	1.2	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	95.5	94.6	94.4	-0.3

Average Composite ACT

1991	1992	1993	+/-
17.4	17.6	17.1	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	301	279	274	274	-27
% Free/Reduced Lunch:	52	56	57	57	5
% Minority:	14	12	19	34	20
% Special Education:	17	18	15	17	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	19	19	-1
Average Salary ($):	24,897	26,302	26,643	27,348	2,451
Average Experience:	10	10	12	10	0
% Advanced Degree:	36	39	40	38	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKFUSKEE
District: OKEMAH
Address: 204 W. Date St., Okemah 74859

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	47
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	49	64	63	15
5th	55	46	51	60	5
7th	52	50	57	56	4
9th	50	47	53	46	-4
11th	43	52	46	48	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	60	11
7th	46	56	10
9th	50	46	-4
11th	47	48	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	59	-15
10th	58	61	3

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.0	3.2	3.2	5.0	3.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	94.0	93.4	93.2	-0.9

Average Composite ACT

1991	1992	1993	+/-
18.2	19.4	18.3	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	910	883	960	963	53
% Free/Reduced Lunch:	53	55	65	65	12
% Minority:	27	33	37	39	12
% Special Education:	13	14	12	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	59	62	63	65	6
Average Salary ($):	22,934	25,011	26,300	27,905	4,971
Average Experience:	12	13	14	13	1
% Advanced Degree:	47	49	43	39	-8
Class-size Penalty ($):	5,216	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKFUSKEE

District: WELEETKA

Address: P.O. Box 278, Weleetka 74880

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	22
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	41	55	39	-10
5th	55	62	59	55	0
7th	42	47	60	54	12
9th	52	47	54	47	-5
11th	42	48	57	53	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	55	14
7th	62	54	-8
9th	47	47	0
11th	47	53	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	49	-5
10th	63	54	-9

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.3	4.8	3.9	1.8	-0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.7	94.2	94.0	-0.5

Average Composite ACT

1991	1992	1993	+/-
18.4	17.1	17.8	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	450	445	436	411	-39
% Free/Reduced Lunch:	67	67	73	77	10
% Minority:	51	49	51	50	-1
% Special Education:	14	14	17	15	1
% Limited English Proficient:	0	0	72	70	70

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	33	37	37	4
Average Salary ($):	23,201	24,733	26,278	27,103	3,902
Average Experience:	10	11	11	10	0
% Advanced Degree:	35	41	35	29	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKFUSKEE
District: GRAHAM
Address: Route 1, Box 91 B-1, Weleetka 74880

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	22	54	49	5
5th	59	52	57	31	-28
7th	58	54	77	54	-4
9th	58	50	50	59	1
11th	38	43	59	41	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	22	31	9
7th	52	54	2
9th	54	59	5
11th	50	41	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	33	-39
10th	39	44	5

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.4	1.0	3.1	3.2	0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.5	95.2	94.0	-1.9

Average Composite ACT

1991	1992	1993	+/-
19.1	18.0	19.5	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	197	214	214	207	10
% Free/Reduced Lunch:	70	65	68	71	1
% Minority:	36	40	37	35	-1
% Special Education:	8	8	10	13	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	13	14	16	17	4
Average Salary ($):	20,416	21,024	22,753	24,499	4,083
Average Experience:	9	10	9	7	-2
% Advanced Degree:	15	14	25	27	12
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: PUTNAM CITY
Address: 5401 NW 40th St., Oklahoma City 73122

1992-93 District Characteristics

Number of Sites:	26	# of Support Staff:	630
# of Administrators:	51	# of School Board Positions:	5
# of Counselors:	33	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	61	62	61	2
5th	61	63	66	65	4
7th	65	63	63 *	63	-2
9th	70	70	68	67	-3
11th	64	68	67	67	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	65	4
7th	63	63	0
9th	63	67	4
11th	70	67	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	61	-3
10th	66	59	-7

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.2	4.5	4.3	4.4	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	94.7	95.5	95.5	0.0

Average Composite ACT

1991	1992	1993	+/-
21.8	21.8	21.8	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	17,447	18,021	18,442	18,561	1,114
% Free/Reduced Lunch:	18	17	21	21	3
% Minority:	17	18	18	19	2
% Special Education:	9	9	8	9	0
% Limited English Proficient:	0	0	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	962	1,034	1,087	1,129	167
Average Salary ($):	25,441	26,200	26,649	27,588	2,147
Average Experience:	12	12	12	11	-1
% Advanced Degree:	44	42	42	41	-3
Class-size Penalty ($):	None	26,946	26,859	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: LUTHER
Address: P.O. Box 430, Luther 73054

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	29
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	56	62	67	5
5th	51	51	62	65	14
7th	56	48	62	52	-4
9th	55	47	56	58	3
11th	46	46	57	51	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	65	9
7th	51	52	1
9th	48	58	10
11th	47	51	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	46	-17
10th	68	44	-24

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.3	6.0	0.6	1.1	-3.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.5	96.2	95.5	-0.6

Average Composite ACT

1991	1992	1993	+/-
17.8	19.2	20.8	3.0

Context-School Disirict

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	673	707	692	703	30
% Free/Reduced Lunch:	30	28	34	34	4
% Minority:	18	18	19	21	3
% Special Education:	14	14	13	15	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	49	51	50	0
Average Salary ($):	21,352	23,462	24,055	25,733	4,381
Average Experience:	8	9	9	10	2
% Advanced Degree:	24	29	35	39	15
Class-size Penalty ($):	None	Exempt	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: CHOCTAW/NICOMA PARK
Address: 12880 NE Tenth St., Choctaw 73020

1992-93 District Characteristics

Number of Sites: 9
# of Administrators: 17
# of Counselors: 8
# of Support Staff: 200
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	57	62	64	6
5th	69	68	69	68	-1
7th	59	62	62	64	5
9th	59	64	65	64	5
11th	52	51	54	62	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	68	11
7th	68	64	-4
9th	62	64	2
11th	64	62	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	71	-3
10th	52	58	6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	4.0	2.9	4.6	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.1	94.9	94.5	-0.6

Average Composite ACT

1991	1992	1993	+/-
20.5	20.4	21.0	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	4,427	4,413	4,466	4,582	155
% Free/Reduced Lunch:	16	16	19	19	3
% Minority:	12	13	15	14	2
% Special Education:	12	11	11	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	265	269	269	282	17
Average Salary ($):	24,655	25,536	26,545	27,135	2,480
Average Experience:	10	11	12	11	1
% Advanced Degree:	29	26	24	25	-4
Class-size Penalty ($):	None	None	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: DEER CREEK
Address: Route 1, Box 137, Edmond 73034

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 4
# of Counselors: 2
# of Support Staff: 34
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	79	82	85	10
5th	84	80	82	79	-5
7th	74	73	84	78	4
9th	68	77	79	69	1
11th	69	64	64	79	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	79	79	0
7th	80	78	-2
9th	73	69	-4
11th	77	79	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	85	10
10th	76	75	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	0.0	0.0	1.0	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.9	96.0	95.8	0.6

Average Composite ACT

1991	1992	1993	+/-
21.3	21.1	21.3	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	819	889	936	993	174
% Free/Reduced Lunch:	5	5	7	7	2
% Minority:	2	2	2	4	2
% Special Education:	13	12	13	14	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	47	49	55	60	13
Average Salary ($):	23,246	25,041	26,589	27,371	4,125
Average Experience:	9	10	11	10	1
% Advanced Degree:	49	40	41	45	-4
Class-size Penalty ($):	None	None	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: HARRAH
Address: 20670 Walker, Harrah 73045

1992-93 District Characteristics

Number of Sites: 4
# of Administrators: 6
# of Counselors: 6
# of Support Staff: 93
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	54	64	66	14
5th	57	55	64	70	13
7th	61	55	60	63	2
9th	64	69	68	62	-2
11th	56	60	65	66	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	70	16
7th	55	63	8
9th	55	62	7
11th	69	66	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	79	5
10th	62	55	-7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.9	2.0	2.3	3.2	2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	95.0	95.0	94.3	0.6

Average Composite ACT

1991	1992	1993	+/-
20.4	21.3	22.3	1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,994	2,019	2,057	2,077	83
% Free/Reduced Lunch:	28	28	29	29	1
% Minority:	18	18	19	19	1
% Special Education:	12	11	10	11	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	115	120	126	121	6
Average Salary ($):	25,022	26,202	27,564	28,892	3,870
Average Experience:	11	12	12	11	0
% Advanced Degree:	60	59	55	51	-9
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: JONES
Address: P.O. Box 790, Jones 73049

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	41
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	46	47	68	14
5th	59	56	57	52	-7
7th	62	53	53	56	-6
9th	59	60	63	50	-9
11th	51	52	57	56	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	52	6
7th	56	56	0
9th	53	50	-3
11th	60	56	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	36	-37
10th	58	42	-16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.0	1.4	1.5	3.7	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	95.0	94.5	93.9	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.3	19.8	20.4	1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,131	1,121	1,160	1,153	22
% Free/Reduced Lunch:	32	32	29	29	-3
% Minority:	14	14	16	14	0
% Special Education:	11	11	10	11	0
% Limited English Proficient:	2	1	3	1	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	69	70	71	72	3
Average Salary ($):	24,019	26,702	26,813	27,250	3,231
Average Experience:	10	12	11	10	0
% Advanced Degree:	40	42	38	36	-4
Class-size Penalty ($):	None	22,921	5,013	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: EDMOND
Address: 1216 S. Rankin, Edmond 73034

1992-93 District Characteristics

Number of Sites:	19	# of Support Staff:	517
# of Administrators:	42	# of School Board Positions:	5
# of Counselors:	29	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	67	66	71	3
5th	70	71	72	73	3
7th	70	68	70	72	2
9th	71	73	73	68	-3
11th	71	70	69	72	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	73	6
7th	71	72	1
9th	68	68	0
11th	73	72	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	68	-4
10th	67	56	-11

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.0	2.2	2.4	2.2	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.3	95.8	95.4	0.2

Average Composite ACT

1991	1992	1993	+/-
22.4	21.8	21.5	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	12,475	13,031	13,688	14,156	1,681
% Free/Reduced Lunch:	9	8	10	10	1
% Minority:	7	7	8	8	1
% Special Education:	10	9	10	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	656	708	763	808	152
Average Salary ($):	25,046	26,504	27,628	28,170	3,124
Average Experience:	10	10	11	10	0
% Advanced Degree:	47	45	44	44	-3
Class-size Penalty ($):	None	226,830	64,500	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: MILLWOOD
Address: 6724 Martin Luther King, OKC 73111

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	34
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	38	33	36	-2
5th	37	30	48	46	9
7th	39	32	43	32	-7
9th	40	53	51	50	10
11th	39	35	40	50	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	46	8
7th	30	32	2
9th	32	50	18
11th	53	50	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	44	-16
10th	50	26	-24

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.9	0.0	0.3	0.3	-0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	95.6	96.3	95.8	-0.3

Average Composite ACT

1991	1992	1993	+/-
17.4	17.4	16.3	-1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,064	1,223	1,169	1,150	86
% Free/Reduced Lunch:	24	21	30	30	6
% Minority:	99	100	100	100	1
% Special Education:	9	7	9	11	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	62	61	65	71	9
Average Salary ($):	23,008	23,187	24,507	25,370	2,362
Average Experience:	14	12	11	11	-2
% Advanced Degree:	48	42	43	37	-11
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: WESTERN HGTS
Address: 8401 SW 44th St., OKC 73179

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	152
# of Administrators:	13	# of School Board Positions:	5
# of Counselors:	9	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	54	55	51	0
5th	53	52	56	56	3
7th	56	49	54	51	-5
9th	56	59	52	53	-3
11th	52	54	48	54	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	56	2
7th	52	51	-1
9th	49	53	4
11th	59	54	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	51	-16
10th	60	50	-10

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.7	9.2	1.6	2.2	-4.5

Student Attendance Rate

1990	1991	1992	1993	+/-
93.5	93.1	94.0	92.5	-1.0

Average Composite ACT

1991	1992	1993	+/-
19.8	20.0	19.2	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,974	3,027	2,964	2,853	-121
% Free/Reduced Lunch:	37	36	44	46	9
% Minority:	28	29	31	32	4
% Special Education:	11	10	10	10	-1
% Limited English Proficient:	1	0	1	2	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	196	186	186	198	2
Average Salary ($):	26,894	27,445	27,882	29,089	2,195
Average Experience:	12	13	13	13	1
% Advanced Degree:	52	56	53	48	-4
Class-size Penalty ($):	44,629	17,018	5,942	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: MWC/DEL CITY
Address: P.O. Box 10630, Midwest City 73140

1992-93 District Characteristics

Number of Sites: 25
# of Administrators: 52
# of Counselors: 38
# of Support Staff: 612
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	59	60	63	5
5th	61	62	65	66	5
7th	56	55	57	57	1
9th	57	59	61	61	4
11th	53	53	51	58	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	66	7
7th	62	57	-5
9th	55	61	6
11th	59	58	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	50	-4
10th	54	55	1

* indicates 5 or fewer students tested or score not applicabk

Dropout Rate

1990	1991	1992	1993	+/-
3.5	4.5	3.5	2.7	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	95.6	95.5	95.2	-0.4

Average Composite ACT

1991	1992	1993	+/-
20.9	20.5	20.7	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	15,643	15,789	15,600	15,317	-326
% Free/Reduced Lunch:	25	25	29	29	4
% Minority:	26	27	27	29	3
% Special Education:	10	9	10	10	0
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	837	899	919	923	86
Average Salary ($):	28,520	29,490	29,960	30,795	2,275
Average Experience:	13	13	12	12	-1
% Advanced Degree:	50	47	45	46	-4
Class-size Penalty ($):	Exempt	68,721	22,040	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: CROOKED OAK
Address: 1901 SE 15th St., OKC 73129

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	35
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	34	39	52	50	16
5th	46	39	48	56	10
7th	43	49	52	57	14
9th	42	45	57	59	17
11th	31	37	39	45	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	39	56	17
7th	39	57	18
9th	49	59	10
11th	45	45	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	37	55	18
10th	48	78	30

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
6.3	4.2	2.3	3.3	-3.0

Student Attendance Rate

1990	1991	1992	1993	+/-
92.5	93.1	92.3	92.2	-0.3

Average Composite ACT

1991	1992	1993	+/-
19.7	17.7	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	744	800	819	840	96
% Free/Reduced Lunch:	68	64	71	69	1
% Minority:	33	39	47	46	13
% Special Education:	13	12	15	15	2
% Limited English Proficient:	2	2	2	4	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	45	46	48	53	8
Average Salary ($):	23,618	24,266	25,077	28,909	5,291
Average Experience:	13	13	13	12	0
% Advanced Degree:	25	28	36	42	17
Class-size Penalty ($):	None	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: BETHANY
Address: 6721 NW 42 St., Bethany 73008

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	31
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	64	56	58	11
5th	59	60	48	72	13
7th	61	61	57	64	3
9th	59	56	58	60	1
11th	54	40	49	58	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	72	8
7th	60	64	4
9th	61	60	-1
11th	56	58	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	63	-2
10th	47	71	24

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.4	2.3	3.7	2.2	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	95.4	94.5	93.8	-1.0

Average Composite ACT

1991	1992	1993	+/-
20.0	19.8	20.7	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	837	895	932	943	106
% Free/Reduced Lunch:	20	19	21	20	0
% Minority:	10	10	9	8	-2
% Special Education:	14	12	14	13	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	48	50	52	56	8
Average Salary ($):	21,583	23,359	24,431	28,659	7,076
Average Experience:	10	9	9	9	-1
% Advanced Degree:	40	30	27	28	-12
Class-size Penalty ($):	Exempt	None	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKLAHOMA
District: OKLA CITY
Address: 900 North Klein, OKC 73106

1992-93 District Characteristics

Number of Sites: 85
# of Administrators: 126
# of Counselors: 56
# of Support Staff: 2,039
# of School Board Positions: 7
Length of Board Member Term: 4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	55	67	67	20
5th	46	49	56	57	11
7th	44	49	52	51	7
9th	45	49	49	49	4
11th	39	45	44	47	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	57	2
7th	49	51	2
9th	49	49	0
11th	49	47	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	69	7
10th	57	57	0

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.2	5.2	4.8	4.2	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
92.0	91.5	94.2	93.7	1.7

Average Composite ACT

1991	1992	1993	+/-
18.6	18.5	18.8	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	37,101	36,636	36,066	36,709	-392
% Free/Reduced Lunch:	55	56	68	67	12
% Minority:	55	56	56	58	3
% Special Education:	14	14	15	15	1
% Limited English Proficient:	3	4	7	9	6

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	2,049	2,155	2,186	2,203	154
Average Salary ($):	25,708	26,674	27,746	28,627	2,919
Average Experience:	13	12	13	12	-1
% Advanced Degree:	45	43	43	41	-4
Class-size Penalty ($):	None	40,377	22,235	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: OKMULGEE
Address: P.O. Box 1346, Okmulgee 74447

1992-93 District Characteristics

Number of Sites: 5
# of Administrators: 11
# of Counselors: 6
# of Support Staff: 98
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	47	45	54	6
5th	55	50	51	55	0
7th	46	52	47	43	-3
9th	51	56	43	47	-4
11th	43	48	44	56	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	55	8
7th	50	43	-7
9th	52	47	-5
11th	56	56	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	50	53	3
10th	56	39	-17

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.3	6.1	4.0	2.0	-2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
93.5	94.0	94.5	93.4	-0.1

Average Composite ACT

1991	1992	1993	+/-
18.4	18.2	18.3	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,440	2,516	2,507	2,574	134
% Free/Reduced Lunch:	52	50	55	53	1
% Minority:	47	47	45	46	-1
% Special Education:	10	10	9	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	145	154	156	159	14
Average Salary ($):	26,067	28,089	29,448	30,700	4,633
Average Experience:	13	14	14	13	0
% Advanced Degree:	42	40	36	36	-6
Class-size Penalty ($):	Exempt	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: HENRYETTA
Address: 618 W. Main, Henryetta 74437

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	47
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	53	66	70	13
5th	59	54	64	59	0
7th	57	64	64	65	8
9th	58	54	60	59	1
11th	53	53	58	51	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	59	6
7th	54	65	11
9th	64	59	-5
11th	54	51	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	76	15
10th	63	46	-17

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.8	0.3	0.4	0.4	-1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.9	94.4	93.7	-1.3

Average Composite ACT

1991	1992	1993	+/-
18.9	19.6	19.5	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	986	1,003	1,033	1,060	74
% Free/Reduced Lunch:	43	42	40	39	-4
% Minority:	17	18	25	24	7
% Special Education:	10	9	10	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	76	71	69	69	-7
Average Salary ($):	25,139	26,955	26,928	28,183	3,044
Average Experience:	14	15	15	15	1
% Advanced Degree:	31	37	32	33	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: MORRIS
Address: P.O. Box 80, Morris 74445

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	36
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	58	53	64	8
5th	44	63	60	59	15
7th	56	54	61	61	5
9th	50	57	51	60	10
11th	49	44	52	50	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	59	1
7th	63	61	-2
9th	54	60	6
11th	57	50	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	58	-4
10th	54	39	-15

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	1.2	0.4	0.4	-0.4

Student Attendance Rate

1990	1991	1992	1993	+/-
97.4	96.1	95.7	94.9	-2.5

Average Composite ACT

1991	1992	1993	+/-
19.4	19.0	18.6	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	836	831	846	905	69
% Free/Reduced Lunch:	39	39	41	39	0
% Minority:	30	31	32	31	1
% Special Education:	8	8	9	8	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	52	57	59	58	6
Average Salary ($):	24,048	25,430	27,195	28,179	4,131
Average Experience:	15	21	22	15	0
% Advanced Degree:	27	28	33	30	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: BEGGS
Address: P.O. Box 690, Beggs 74421

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	40
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	52	50	49	-4
5th	53	53	49	61	8
7th	59	50	55	51	-8
9th	48	61	53	59	11
11th	47	40	46	56	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	61	9
7th	53	51	-2
9th	50	59	9
11th	61	56	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	56	-8
10th	50	36	-14

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.0	1.3	0.0	0.4	-0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
98.5	97.6	96.7	96.2	-2.3

Average Composite ACT

1991	1992	1993	+/-
17.9	17.6	18.2	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	795	799	832	838	43
% Free/Reduced Lunch:	41	40	48	48	7
% Minority:	24	33	33	26	2
% Special Education:	11	11	14	12	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	54	55	56	56	2
Average Salary ($):	21,680	23,076	24,628	26,666	4,986
Average Experience:	14	14	15	15	1
% Advanced Degree:	33	31	29	32	-1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: PRESTON
Address: P.O. Box 418, Preston 74456

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	50	55	69	15
5th	46	80	67	61	15
7th	65	63	61	64	-1
9th	66	56	66	63	-3
11th	57	60	53	54	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	61	11
7th	80	64	-16
9th	63	63	0
11th	56	54	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	87	81	-6
10th	67	75	8

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.7	1.5	0.0	0.8	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
97.8	97.3	97.3	96.4	-1.4

Average Composite ACT

1991	1992	1993	+/-
20.0	20.2	19.0	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	316	317	323	356	40
% Free/Reduced Lunch:	59	58	54	49	-10
% Minority:	34	34	34	34	0
% Special Education:	5	5	7	8	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	16	16	16	0
Average Salary ($):	23,251	24,947	26,129	27,626	4,375
Average Experience:	11	15	17	13	2
% Advanced Degree:	41	48	57	57	16
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE

District: SCHULTER

Address: P.O. Box 203, Schulter 74460

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	41	39	37	-11
5th	51	39	46	63	12
7th	49	36	56	61	12
9th	44	49	54	37	-7
11th	33	30	51	51	18

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	63	22
7th	39	61	22
9th	36	37	1
11th	49	51	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	39	-7
10th	*	28	*

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.4	2.0	0.0	2.0	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	95.8	95.1	94.8	-1.6

Average Composite ACT

1991	1992	1993	+/-
16.6	16.2	17.3	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	198	162	167	178	-20
% Free/Reduced Lunch:	70	85	62	58	-12
% Minority:	9	15	15	20	11
% Special Education:	9	9	12	15	6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	16	19	17	0
Average Salary ($):	20,983	21,507	24,287	26,565	5,582
Average Experience:	10	12	11	8	-1
% Advanced Degree:	27	22	24	19	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: WILSON
Address: Route 1, Box 274, Henryetta 74437

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 19
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	38	44	51	16
5th	47	49	45	47	0
7th	40	48	50	40	0
9th	53	42	41	47	-6
11th	36	29	39	38	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	38	47	9
7th	49	40	-9
9th	48	47	-1
11th	42	38	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	82	72	-10
10th	57	48	-9

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.1	1.3	2.6	1.3	-2.8

Student Attendance Rate

1990	1991	1992	1993	+/-
97.7	97.6	98.2	98.0	0.3

Average Composite ACT

1991	1992	1993	+/-
16.3	17.0	17.4	1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	235	288	296	342	107
% Free/Reduced Lunch:	71	58	72	62	-9
% Minority:	25	26	24	26	1
% Special Education:	6	5	12	11	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	14	19	24	6
Average Salary ($):	21,886	22,980	25,580	26,794	4,908
Average Experience:	8	9	9	7	-1
% Advanced Degree:	11	10	9	6	-5
Class-size Penalty ($):	None	1,001	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OKMULGEE
District: DEWAR
Address: P.O. Box 790, Dewar 74431

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	18
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	53	56	49	-5
5th	55	43	53	50	-5
7th	60	54	51	44	-16
9th	60	59	59	59	-1
11th	46	43	52	46	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	50	-3
7th	43	44	1
9th	54	59	5
11th	59	46	-13

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	48	-32
10th	48	39	-9

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.1	2.0	5.1	1.0	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
97.7	97.0	97.2	97.0	-0.7

Average Composite ACT

1991	1992	1993	+/-
16.8	*	16.9	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	384	404	417	414	30
% Free/Reduced Lunch:	48	46	57	58	10
% Minority:	25	27	32	30	5
% Special Education:	10	10	10	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	30	29	30	5
Average Salary ($):	22,660	23,748	25,768	27,192	4,532
Average Experience:	11	13	14	13	2
% Advanced Degree:	20	18	19	27	7
Class-size Penalty ($):	Exempt	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: PAWHUSKA
Address: 1505 N. Lynn Avenue, Pawhuska 74056

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	63
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	59	59	60	0
5th	48	54	60	63	15
7th	56	60	54	65	9
9th	53	53	61	55	2
11th	53	54	51	54	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	63	4
7th	54	65	11
9th	60	55	-5
11th	53	54	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	33	44	11
10th	44	37	-7

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	4.0	2.6	3.0	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
93.3	93.9	94.5	93.3	0.0

Average Composite ACT

1991	1992	1993	+/-
19.5	19.7	18.9	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,028	1,025	1,057	1,114	86
% Free/Reduced Lunch:	44	44	43	41	-3
% Minority:	38	38	41	42	4
% Special Education:	15	14	14	16	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	67	67	74	77	10
Average Salary ($):	23,356	24,959	26,382	27,509	4,153
Average Experience:	13	14	14	12	-1
% Advanced Degree:	28	29	29	31	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: SHIDLER
Address: P.O. Box 85, Shidler 74652

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	19
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	48	56	69	4
5th	43	51	68	55	12
7th	61	47	39	48	-13
9th	56	51	64	49	-7
11th	40	41	39	56	16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	55	7
7th	51	48	-3
9th	47	49	2
11th	51	56	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	40	49	9
10th	48	27	-21

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.7	9.1	3.6	3.2	-0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	94.0	94.6	93.6	-0.4

Average Composite ACT

1991	1992	1993	+/-
19.0	18.0	19.1	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	293	257	231	221	-72
% Free/Reduced Lunch:	40	46	41	43	3
% Minority:	5	31	33	19	14
% Special Education:	15	17	18	16	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	20	19	21	2
Average Salary ($):	22,959	24,038	24,936	26,176	3,217
Average Experience:	11	15	11	9	-3
% Advanced Degree:	32	33	18	7	-25
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: BARNSDALL
Address: P.O. Box 629, Barnsdall 74002

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 21
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	55	60	70	9
5th	55	57	55	63	8
7th	43	55	59	61	18
9th	47	66	59	54	7
11th	42	55	44	57	15

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	63	8
7th	57	61	4
9th	55	54	-1
11th	66	57	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	67	-7
10th	73	52	-21

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.3	5.5	3.9	4.5	3.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	95.7	95.4	94.5	-0.3

Average Composite ACT

1991	1992	1993	+/-
18.3	19.1	17.8	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	521	504	514	483	-38
% Free/Reduced Lunch:	39	40	35	38	-1
% Minority:	43	43	45	47	4
% Special Education:	17	17	14	16	-1
% Limited English Proficient:	17	20	26	47	30

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	38	41	40	36	-2
Average Salary ($):	22,163	22,244	23,241	24,592	2,429
Average Experience:	10	10	9	9	-1
% Advanced Degree:	28	21	19	10	-18
Class-size Penalty ($):	None	None	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: WYNONA
Address: P.O. Box 700, Wynona 74084

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	34
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	56	73	*	*
5th	61	39	66	63	2
7th	57	39	63	48	-9
9th	44	56	50	35	-9
11th	71	49	*	46	-25

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	63	7
7th	39	48	9
9th	39	35	-4
11th	56	46	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	49	-14
10th	62	24	-38

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.6	0.0	6.1	6.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	95.9	96.2	95.7	0.1

Average Composite ACT

1991	1992	1993	+/-
*	17.2	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	178	166	148	154	-24
% Free/Reduced Lunch:	54	58	60	58	4
% Minority:	2	1	1	0	-2
% Special Education:	16	17	20	19	3
% Limited English Proficient:	0	1	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	14	15	20	24	10
Average Salary ($):	20,682	22,320	23,660	24,706	4,024
Average Experience:	9	12	8	8	-1
% Advanced Degree:	10	27	34	32	22
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: HOMINY
Address: P.O. Box 400, Hominy 74035

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	37
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	56	64	66	10
5th	65	55	66	65	0
7th	54	62	62	50	-4
9th	62	51	54	52	-10
11th	41	49	59	37	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	65	9
7th	55	50	-5
9th	62	52	-10
11th	51	37	-14

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	48	-22
10th	51	47	-4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.8	5.0	4.2	5.3	2.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	94.6	94.3	94.3	0.2

Average Composite ACT

1991	1992	1993	+/-
20.2	18.0	18.4	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	766	776	786	794	28
% Free/Reduced Lunch:	44	43	47	46	2
% Minority:	45	47	47	50	5
% Special Education:	18	18	17	17	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	55	55	54	55	0
Average Salary ($):	24,220	25,442	27,445	29,064	4,844
Average Experience:	13	15	15	12	-1
% Advanced Degree:	27	27	28	26	-1
Class-size Penalty ($):	2,091	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: PRUE
Address: P.O. Box 130, Prue 74060

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	18
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	44	57	57	14
5th	32	53	42	49	17
7th	46	50	40	57	11
9th	59	50	40	49	-10
11th	45	43	55	43	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	49	5
7th	53	57	4
9th	50	49	-1
11th	50	43	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	41	48	7
10th	60	51	-9

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.8	2.7	4.1	8.9	4.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	94.3	94.4	93.1	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.1	18.8	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	357	368	382	378	21
% Free/Reduced Lunch:	44	42	53	53	9
% Minority:	7	37	35	35	28
% Special Education:	13	13	15	18	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	25	30	30	6
Average Salary ($):	23,250	25,117	25,696	25,566	2,316
Average Experience:	13	12	15	10	-2
% Advanced Degree:	27	26	22	21	-6
Class-size Penalty ($):	None	1,439	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OSAGE
District: WOODLAND
Address: 100 N. Sixth St., Fairfax 74637

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	30
# of Administrators:	4	# of School Board Positions:	7
# of Counselors:	2	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	56	51	50	*
5th	*	52	45	49	*
7th	*	59	58	44	*
9th	*	62	66	54	*
11th	*	39	55	48	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	49	-7
7th	52	44	-8
9th	59	54	-5
11th	62	48	-14

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	70	17
10th	44	35	-9

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.6	4.7	3.2	8.0	7.4

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	95.0	94.9	94.4	-0.1

Average Composite ACT

1991	1992	1993	+/-
*	18.9	21.0	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	559	530	554	562	3
% Free/Reduced Lunch:	53	55	60	59	6
% Minority:	0	40	41	39	39
% Special Education:	15	15	13	15	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	0	44	46	46	46
Average Salary ($):	0	21,476	24,286	27,340	27,340
Average Experience:	****	13	14	11	****
% Advanced Degree:	0	12	16	13	13
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA
District: WYANDOTTE
Address: P.O. Box 360, Wyandotte 74370

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	35
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	69	62	65	69	0
5th	52	47	52	63	11
7th	58	51	55	58	0
9th	58	56	50	55	-3
11th	51	64	51	49	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	63	1
7th	47	58	11
9th	51	55	4
11th	56	49	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	81	35	-46
10th	44	54	10

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.8	3.1	2.0	1.6	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	94.7	94.4	93.4	-0.7

Average Composite ACT

1991	1992	1993	+/-
20.3	19.9	20.2	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	642	655	644	647	5
% Free/Reduced Lunch:	44	43	44	44	0
% Minority:	42	51	49	49	7
% Special Education:	10	10	11	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	39	41	44	43	4
Average Salary ($):	23,882	26,306	26,690	27,887	4,005
Average Experience:	10	11	14	10	0
% Advanced Degree:	36	37	33	35	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA
District: QUAPAW
Address: P.O. Box 767, Quapaw 74363

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	32
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	61	64	71	11
5th	63	48	54	58	-5
7th	61	58	58	57	-4
9th	48	59	64	60	12
11th	43	44	43	54	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	58	-3
7th	48	57	9
9th	58	60	2
11th	59	54	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	41	33	-8
10th	62	58	-4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.6	2.7	1.7	7.2	6.6

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.6	94.9	94.4	-0.5

Average Composite ACT

1991	1992	1993	+/-
18.2	17.3	19.0	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	538	544	532	511	-27
% Free/Reduced Lunch:	52	51	55	58	6
% Minority:	23	34	36	33	10
% Special Education:	11	11	10	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	45	44	43	42	-3
Average Salary ($):	23,184	24,986	26,009	27,109	3,925
Average Experience:	9	11	10	12	2
% Advanced Degree:	18	21	21	24	6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA

District: PICHER-CARDIN

Address: P.O. Box 280, Picher 74360

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	20
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	53	46	40	-17
5th	32	51	51	49	17
7th	36	33	42	46	10
9th	36	50	32	38	2
11th	32	38	31	44	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	49	-4
7th	51	46	-5
9th	33	38	5
11th	50	44	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	30	-32
10th	45	52	7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
10.8	8.4	7.7	9.1	-1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
92.1	93.7	93.9	92.1	0.0

Average Composite ACT

1991	1992	1993	+/-
18.0	18.2	15.6	-2.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	448	442	430	442	-6
% Free/Reduced Lunch:	57	58	71	69	12
% Minority:	13	21	17	17	4
% Special Education:	16	16	15	16	0
% Limited English Proficient:	34	0	0	0	-34

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	39	39	37	35	-4
Average Salary ($):	24,226	25,993	27,336	27,986	3,760
Average Experience:	13	14	15	15	2
% Advanced Degree:	21	21	21	20	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA
District: COMMERCE
Address: 420 "D" St., Commerce 74339

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	38
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	27	55	46	0
5th	46	53	56	50	4
7th	55	56	66	63	8
9th	57	57	55	45	-12
11th	46	52	53	58	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	27	50	23
7th	53	63	10
9th	56	45	-11
11th	57	58	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	29	-28
10th	59	54	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.5	6.0	7.4	2.9	-1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
93.8	94.1	94.2	93.0	-0.8

Average Composite ACT

1991	1992	1993	+/-
19.5	20.3	19.0	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	743	735	737	740	-3
% Free/Reduced Lunch:	63	64	67	66	3
% Minority:	54	58	62	62	8
% Special Education:	11	11	12	11	0
% Limited English Proficient:	4	5	6	3	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	46	50	51	50	4
Average Salary ($):	23,272	26,581	26,237	28,241	4,969
Average Experience:	11	13	12	12	1
% Advanced Degree:	39	38	32	31	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA

District: MIAMI

Address: 418 G Southeast, Miami 74354

1992-93 District Characteristics

Number of Sites:	8	# of Support Staff:	108
# of Administrators:	11	# of School Board Positions:	5
# of Counselors:	10	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	69	70	64	-3
5th	68	66	73	67	-1
7th	56	59	59	62	6
9th	60	66	60	60	0
11th	50	49	57	55	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	67	-2
7th	66	62	-4
9th	59	60	1
11th	66	55	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	52	-12
10th	58	59	1

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.1	1.8	4.3	2.7	1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
93.8	94.7	94.6	94.2	0.4

Average Composite ACT

1991	1992	1993	+/-
18.4	18.4	20.0	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,287	2,257	2,229	2,304	17
% Free/Reduced Lunch:	40	40	45	44	4
% Minority:	44	48	44	45	1
% Special Education:	11	11	10	11	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	145	145	144	148	3
Average Salary ($):	27,264	28,314	29,085	29,631	2,367
Average Experience:	13	14	15	13	0
% Advanced Degree:	58	57	55	55	-3
Class-size Penalty ($):	None	584	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA
District: AFTON
Address: P.O. Drawer 100, Afton 74331

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	17	62	74	80	63
5th	58	44	48	65	7
7th	50	47	50	43	-7
9th	54	52	55	55	1
11th	38	40	49	48	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	62	65	3
7th	44	43	-1
9th	47	55	8
11th	52	48	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	45	-9
10th	48	56	8

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.2	2.2	2.9	0.0	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.5	95.5	95.4	-0.3

Average Composite ACT

1991	1992	1993	+/-
16.5	18.1	18.0	1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	381	405	411	412	31
% Free/Reduced Lunch:	54	50	62	62	8
% Minority:	25	41	48	49	24
% Special Education:	11	10	11	12	1
% Limited English Proficient:	0	0	0	3	3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	25	26	28	3
Average Salary ($):	21,550	22,437	23,627	25,344	3,794
Average Experience:	10	11	11	9	-1
% Advanced Degree:	22	16	21	14	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: OTTAWA
District: FAIRLAND
Address: P.O. Box 669, Fairland 74343

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	70	64	55	64	-6
5th	73	69	65	68	-5
7th	69	69	70	67	-2
9th	59	73	65	58	-1
11th	46	57	57	70	24

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	68	4
7th	69	67	-2
9th	69	58	-11
11th	73	70	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	67	-12
10th	67	42	-25

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.0	7.2	4.8	2.7	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	96.0	95.6	94.6	-0.8

Average Composite ACT

1991	1992	1993	+/-
14.8	18.6	20.5	5.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	403	405	411	423	20
% Free/Reduced Lunch:	36	36	41	40	4
% Minority:	25	25	28	33	8
% Special Education:	9	9	10	9	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	29	30	30	31	2
Average Salary ($):	22,657	22,802	24,371	25,836	3,179
Average Experience:	10	9	9	8	-1
% Advanced Degree:	20	17	13	16	-4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAWNEE
District: PAWNEE
Address: 615 Denver, Pawnee 74058

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	36
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	58	52	58	20
5th	56	61	55	64	8
7th	54	56	52	56	2
9th	62	67	52	61	-1
11th	54	49	58	50	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	64	6
7th	61	56	-5
9th	56	61	5
11th	67	50	-17

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	52	-20
10th	39	31	-8

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.4	1.7	1.8	1.9	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	95.8	96.4	96.1	-0.3

Average Composite ACT

1991	1992	1993	+/-
18.9	18.8	19.9	1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	855	838	821	847	-8
% Free/Reduced Lunch:	47	49	48	47	0
% Minority:	28	29	66	30	2
% Special Education:	11	11	10	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	56	52	54	55	-1
Average Salary ($):	24,508	25,916	27,709	28,848	4,340
Average Experience:	12	11	12	11	-1
% Advanced Degree:	26	26	29	28	2
Class-size Penalty ($):	16,431	18,645	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAWNEE
District: CLEVELAND
Address: 600 N. Gilbert, Cleveland 74020

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	71
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	49	57	54	0
5th	54	61	65	61	7
7th	52	60	59	58	6
9th	50	49	55	60	10
11th	53	46	57	57	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	61	12
7th	61	58	-3
9th	60	60	0
11th	49	57	8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	70	11
10th	57	55	-2

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.9	3.2	4.9	2.3	-2.6

Student Attendance Rate

1990	1991	1992	1993	+/-
93.6	93.0	93.5	94.3	0.7

Average Composite ACT

1991	1992	1993	+/-
20.1	19.6	20.4	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,544	1,528	1,505	1,506	-38
% Free/Reduced Lunch:	35	35	41	41	6
% Minority:	9	12	10	10	1
% Special Education:	11	11	10	10	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	88	94	95	98	10
Average Salary ($):	23,327	24,665	25,343	27,072	3,745
Average Experience:	12	12	13	11	-1
% Advanced Degree:	39	33	32	33	-6
Class-size Penalty ($):	27,221	5,172	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAYNE
District: RIPLEY
Address: P.O. Box 97, Ripley 74062

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	29
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	59	57	58	12
5th	52	57	58	68	16
7th	46	64	67	66	20
9th	62	53	61	66	4
11th	50	48	56	54	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	68	9
7th	57	66	9
9th	64	66	2
11th	53	54	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	89	25
10th	62	48	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.2	1.8	1.6	0.7	-4.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.8	96.3	94.7	-0.7

Average Composite ACT

1991	1992	1993	+/-
20.8	18.9	19.3	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	437	442	464	507	70
% Free/Reduced Lunch:	49	49	52	48	-1
% Minority:	5	7	7	6	1
% Special Education:	19	19	20	20	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	31	33	34	4
Average Salary ($):	20,575	22,171	23,723	26,040	5,465
Average Experience:	7	10	9	8	2
% Advanced Degree:	29	28	29	26	-3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAYNE
District: STILLWATER
Address: P.O. Box 879, Stillwater 74076

1992-93 District Characteristics

Number of Sites: 9
# of Administrators: 16
# of Counselors: 13
# of Support Staff: 249
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	69	71	72	6
5th	69	71	71	72	3
7th	70	71	73	73	3
9th	72	74	71	75	3
11th	70	72	72	75	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	72	3
7th	71	73	2
9th	71	75	4
11th	74	75	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	77	11
10th	69	66	-3

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.4	0.6	0.6	0.6	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.5	95.9	95.1	-0.3

Average Composite ACT

1991	1992	1993	+/-
22.0	22.2	22.4	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	4,891	5,041	5,077	5,310	419
% Free/Reduced Lunch:	28	27	28	27	-1
% Minority:	14	16	16	18	4
% Special Education:	11	11	11	11	0
% Limited English Proficient:	1	1	1	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	273	288	290	300	27
Average Salary ($):	24,150	25,518	26,466	27,323	3,173
Average Experience:	11	11	12	11	0
% Advanced Degree:	54	51	50	48	-6
Class-size Penalty ($):	Exempt	Exempt	5,575	NA	

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3

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAYNE
District: PERKINS-TRYON
Address: P.O. Box 549, Perkins 74059

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	53
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	56	61	63	8
5th	53	53	51	63	10
7th	44	54	53	49	5
9th	55	53	50	53	-2
11th	54	56	48	42	-12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	63	7
7th	53	49	-4
9th	54	53	-1
11th	53	42	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	31	-27
10th	61	47	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	3.1	3.9	2.0	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	93.3	94.7	93.3	-1.1

Average Composite ACT

1991	1992	1993	+/-
20.4	19.8	19.0	-1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,144	1,186	1,141	1,126	-18
% Free/Reduced Lunch:	36	35	35	35	-1
% Minority:	10	11	11	11	1
% Special Education:	12	12	14	16	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	72	77	79	82	10
Average Salary ($):	23,090	23,391	24,554	25,612	2,522
Average Experience:	10	9	10	9	-1
% Advanced Degree:	28	35	37	35	7
Class-size Penalty ($):	Exempt	None	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAYNE

District: CUSHING

Address: P.O. Drawer 1609, Cushing 74023

1992-93 District Characteristics

Number of Sites:	7	# of Support Staff:	119
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	45	48	55	9
5th	56	59	58	61	5
7th	51	53	53	56	5
9th	69	63	65	66	-3
11th	51	49	57	60	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	45	61	16
7th	59	56	-3
9th	53	66	13
11th	63	60	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	34	-21
10th	58	57	-1

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.4	2.5	2.8	2.5	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	94.3	94.8	93.5	-0.5

Average Composite ACT

1991	1992	1993	+/-
20.2	18.8	20.1	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,902	1,919	1,969	2,062	160
% Free/Reduced Lunch:	44	44	47	45	1
% Minority:	17	17	16	16	-1
% Special Education:	11	10	11	12	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	123	129	132	139	16
Average Salary ($):	25,075	26,511	27,948	29,708	4,633
Average Experience:	11	12	12	11	0
% Advanced Degree:	52	46	44	45	-7
Class-size Penalty ($):	None	104	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAYNE
District: GLENCOE
Address: P. O. Box 218, Glencoe 74032

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	48	48	70	27
5th	54	47	54	59	5
7th	40	56	68	54	14
9th	58	69	54	64	6
11th	66	45	68	67	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	59	11
7th	47	54	7
9th	56	64	8
11th	69	67	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	61	1
10th	73	64	-9

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.1	1.1	6.5	2.3	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	96.6	96.7	95.7	0.1

Average Composite ACT

1991	1992	1993	+/-
20.0	19.4	21.1	1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	331	328	347	342	11
% Free/Reduced Lunch:	38	38	47	47	9
% Minority:	4	3	4	4	0
% Special Education:	18	19	20	21	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	24	25	25	2
Average Salary ($):	22,534	23,577	24,785	26,795	4,261
Average Experience:	9	9	11	10	1
% Advanced Degree:	29	28	19	21	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PAYNE
District: YALE
Address: 315 E. Chicago, Yale 74085

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	23
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	49	42	58	14
5th	46	55	44	58	12
7th	51	51	54	55	4
9th	62	52	56	47	-15
11th	48	59	55	50	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	58	9
7th	55	55	0
9th	51	47	-4
11th	52	50	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	51	50	-1
10th	50	53	3

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.3	3.6	3.6	3.8	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.9	95.3	95.1	-0.8

Average Composite ACT

1991	1992	1993	+/-
18.5	19.8	19.0	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	566	559	548	548	-18
% Free/Reduced Lunch:	39	40	43	43	4
% Minority:	7	8	6	8	1
% Special Education:	18	18	15	16	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	40	39	41	39	-1
Average Salary ($):	21,728	23,426	23,417	25,155	3,427
Average Experience:	11	10	10	11	0
% Advanced Degree:	27	28	24	32	5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: HARTSHORNE
Address: 520 S. Fifth St., Hartshorne 74547

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	50
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	60	53	59	24
5th	40	55	53	51	11
7th	42	47	51	47	5
9th	50	47	45	54	4
11th	46	41	51	37	-9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	51	-9
7th	55	47	-8
9th	47	54	7
11th	47	37	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	42	-11
10th	49	40	-9

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.7	1.4	0.8	2.8	2.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	94.7	95.1	94.4	-0.7

Average Composite ACT

1991	1992	1993	+/-
17.4	17.3	18.2	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	836	856	819	800	-36
% Free/Reduced Lunch:	59	57	74	75	16
% Minority:	42	45	41	44	2
% Special Education:	12	11	11	12	0
% Limited English Proficient:	0	0	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	57	51	60	60	3
Average Salary ($):	25,289	25,920	27,009	27,531	2,242
Average Experience:	14	15	13	12	-2
% Advanced Degree:	38	38	37	40	2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: CANADIAN
Address: P.O. Box 168, Canadian 74425

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	28	27	62	65	37
5th	28	65	66	67	39
7th	46	52	67	62	16
9th	29	48	57	60	31
11th	40	46	58	62	22

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	27	67	40
7th	65	62	-3
9th	52	60	8
11th	48	62	14

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	74	28
10th	60	26	-34

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.0	11.8	4.0	4.6	-0.4

Student Attendance Rate

1990	1991	1992	1993	+/-
93.9	93.9	94.0	92.9	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.0	17.6	18.3	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	289	267	285	328	39
% Free/Reduced Lunch:	67	73	65	56	-11
% Minority:	14	17	11	11	-3
% Special Education:	30	32	39	30	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	18	17	20	3
Average Salary ($):	24,851	25,242	27,004	27,368	2,517
Average Experience:	15	22	24	13	-2
% Advanced Degree:	47	47	46	45	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: HAILEYVILLE
Address: P.O. Box 29, Haileyville 74546

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 3
# of Counselors: 1
# of Support Staff: 30
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	55	51	56	7
5th	45	60	48	52	7
7th	56	55	43	65	9
9th	55	41	53	59	4
11th	40	40	47	44	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	52	-3
7th	60	65	5
9th	55	59	4
11th	41	44	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	37	76	39
10th	67	59	-8

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.7	4.3	4.7	5.8	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
97.6	94.8	94.2	93.9	-3.7

Average Composite ACT

1991	1992	1993	+/-
17.1	19.1	18.7	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	546	524	514	538	-8
% Free/Reduced Lunch:	57	59	55	52	-5
% Minority:	26	31	30	30	4
% Special Education:	14	15	15	17	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	37	37	36	-1
Average Salary ($):	23,211	23,133	24,392	25,887	2,676
Average Experience:	9	10	10	9	0
% Advanced Degree:	39	32	33	31	-8
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: KIOWA
Address: P.O. Box 6, Kiowa 74553

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	24
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	48	63	67	7
5th	68	52	60	61	-7
7th	57	66	63	58	1
9th	54	55	51	74	20
11th	44	47	42	60	16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	61	13
7th	52	58	6
9th	66	74	8
11th	55	60	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	46	-38
10th	49	42	-7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.0	0.0	0.9	1.8	0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.2	96.4	94.9	-0.8

Average Composite ACT

1991	1992	1993	+/-
19.3	18.0	17.1	-2.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	346	345	358	365	19
% Free/Reduced Lunch:	49	49	52	51	2
% Minority:	53	52	50	53	0
% Special Education:	11	11	10	10	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	23	24	24	26	3
Average Salary ($):	23,885	26,042	27,979	29,260	5,375
Average Experience:	12	19	15	11	0
% Advanced Degree:	41	43	31	29	-12
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: *PITTSBURG*
District: QUINTON
Address: P.O. Box 670, Quinton 74561

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 3
# of Counselors: 1
# of Support Staff: 28
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	53	63	47	-8
5th	48	60	50	69	21
7th	46	43	51	54	6
9th	44	47	48	47	3
11th	39	48	33	46	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	69	16
7th	60	54	-6
9th	43	47	4
11th	47	46	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	33	-38
10th	50	13	-37

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.3	2.6	1.3	1.3	-4.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.8	94.6	94.3	0.0

Average Composite ACT

1991	1992	1993	+/-
17.4	19.0	15.9	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	490	504	513	512	22
% Free/Reduced Lunch:	63	61	59	59	-4
% Minority:	34	36	35	36	2
% Special Education:	11	11	13	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	31	33	34	33	2
Average Salary ($):	22,626	23,513	24,139	26,162	3,536
Average Experience:	11	12	12	12	1
% Advanced Degree:	48	45	44	42	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: INDIANOLA
Address: P.O. Box G, Indianola 74442

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	32
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	57	52	47	-5
5th	70	62	57	61	-9
7th	59	42	61	65	6
9th	61	59	54	50	-11
11th	55	48	63	57	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	61	4
7th	62	65	3
9th	42	50	8
11th	59	57	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	76	60	-16
10th	44	25	-19

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.6	0.6	0.0	0.0	-0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
98.6	99.0	96.9	95.8	-2.8

Average Composite ACT

1991	1992	1993	+/-
19.0	18.7	19.7	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	470	475	488	471	1
% Free/Reduced Lunch:	54	53	53	54	0
% Minority:	3	0	0	2	-1
% Special Education:	23	23	27	29	6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	33	34	34	1
Average Salary ($):	23,708	25,304	26,592	25,953	2,245
Average Experience:	11	11	11	10	-1
% Advanced Degree:	32	30	27	33	1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: CROWDER
Address: P.O. Box B, Crowder 74430

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	44	49	55	4
5th	54	59	66	54	0
7th	52	55	61	66	14
9th	56	44	57	58	2
11th	37	34	47	40	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	54	10
7th	59	66	7
9th	55	58	3
11th	44	40	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	62	-5
10th	49	18	-31

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	1.3	0.6	1.7	0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
99.1	97.4	97.3	97.8	-1.3

Average Composite ACT

1991	1992	1993	+/-
19.9	18.5	18.1	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	477	456	475	481	4
% Free/Reduced Lunch:	47	50	49	48	1
% Minority:	20	22	25	36	16
% Special Education:	15	16	16	18	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	31	30	32	33	2
Average Salary ($):	21,969	22,842	24,207	25,962	3,993
Average Experience:	9	9	9	9	0
% Advanced Degree:	23	19	16	18	-5
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: SAVANNA
Address: P.O. Box 266, Savanna 74565

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	27
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	60	56	52	14
5th	61	61	61	71	10
7th	60	60	65	61	1
9th	59	58	51	59	0
11th	48	47	49	53	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	71	11
7th	61	61	0
9th	60	59	-1
11th	58	53	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	75	46	-29
10th	74	52	-22

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
98.5	98.2	98.4	98.6	0.1

Average Composite ACT

1991	1992	1993	+/-
18.8	17.7	18.2	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	445	441	430	465	20
% Free/Reduced Lunch:	43	44	42	39	-4
% Minority:	56	59	56	45	-11
% Special Education:	18	18	14	18	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	36	36	35	35	-1
Average Salary ($):	20,395	21,843	23,517	25,446	5,051
Average Experience:	10	10	10	10	0
% Advanced Degree:	34	23	18	16	-18
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: PITTSBURG
Address: P.O. Box 200, Pittsburg 74560

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 16
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	32	61	48	-4
5th	47	75	87	83	36
7th	37	47	55	68	31
9th	35	77	42	38	3
11th	55	66	54	48	-7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	32	83	51
7th	75	68	-7
9th	47	38	-9
11th	77	48	-29

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	86	90	4
10th	79	65	-14

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.6	2.4	0.0	0.0	-6.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.5	95.3	93.9	-1.5

Average Composite ACT

1991	1992	1993	+/-
*	*	15.7	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	147	136	155	178	31
% Free/Reduced Lunch:	76	82	73	63	-13
% Minority:	48	52	55	59	11
% Special Education:	14	15	19	25	11
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	12	12	12	11	-1
Average Salary ($):	20,262	20,608	22,835	24,812	4,550
Average Experience:	8	8	9	10	3
% Advanced Degree:	13	12	26	27	14
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PITTSBURG
District: MC ALESTER
Address: P.O. Box 1027, McAlester 74502

1992-93 District Characteristics

Number of Sites: 11
# of Administrators: 11
# of Counselors: 10
# of Support Staff: 138
# of School Board Positions: 7
Length of Board Member Term: 4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	58	64	59	0
5th	62	61	66	68	6
7th	57	62	62	63	6
9th	60	61	58	63	3
11th	50	53	52	62	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	68	10
7th	61	63	2
9th	62	63	1
11th	61	62	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	54	-14
10th	47	42	-5

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.6	5.5	6.4	4.1	0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.3	94.2	93.3	-1.0

Average Composite ACT

1991	1992	1993	+/-
19.8	20.2	19.8	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,788	2,928	2,927	2,869	81
% Free/Reduced Lunch:	39	38	49	50	11
% Minority:	22	24	23	24	2
% Special Education:	13	12	14	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	165	170	182	189	24
Average Salary ($):	26,255	27,687	28,149	29,063	2,808
Average Experience:	13	13	14	13	0
% Advanced Degree:	57	51	50	48	-9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: ALLEN
Address: P.O. Box 430, Allen 74825

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	22
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	55	72	53	-7
5th	55	53	74	53	-2
7th	50	52	60	56	6
9th	54	50	55	43	-11
11th	52	43	45	54	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	53	-2
7th	53	56	3
9th	52	43	-9
11th	50	54	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	48	-26
10th	71	77	6

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.1	1.4	0.8	0.8	-3.3

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.9	94.3	93.7	-0.8

Average Composite ACT

1991	1992	1993	+/-
17.4	19.4	18.4	1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	417	413	424	418	1
% Free/Reduced Lunch:	69	70	67	68	-1
% Minority:	7	16	21	29	22
% Special Education:	8	8	8	12	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	33	32	34	1
Average Salary ($):	22,379	22,922	24,526	26,144	3,765
Average Experience:	16	15	14	12	-4
% Advanced Degree:	69	60	63	56	-13
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: VANOSS
Address: Route 5, Box 119, Ada 74820

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	33
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	67	50	45	-30
5th	61	68	66	78	17
7th	51	57	71	70	19
9th	59	60	63	53	-6
11th	46	44	62	56	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	78	11
7th	68	70	2
9th	57	53	-4
11th	60	56	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	48	-20
10th	35	49	14

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	0.7	1.8	0.6	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	96.1	94.4	93.5	-2.5

Average Composite ACT

1991	1992	1993	+/-
16.0	19.0	19.3	3.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	393	438	468	496	103
% Free/Reduced Lunch:	66	59	70	66	0
% Minority:	45	38	41	26	-19
% Special Education:	21	19	13	14	-7
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	27	29	31	37	10
Average Salary ($):	22,647	23,001	24,732	25,826	3,179
Average Experience:	16	21	17	12	-4
% Advanced Degree:	63	57	55	53	-10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: BYNG
Address: Route 3, Box 215, Ada 74820

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	120
# of Administrators:	9	# of School Board Positions:	5
# of Counselors:	7	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	61	64	60	9
5th	58	63	67	65	7
7th	52	55	59	56	4
9th	63	59	57	59	-4
11th	52	53	66	60	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	65	4
7th	63	56	-7
9th	55	59	4
11th	59	60	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	71	0
10th	45	36	-9

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.1	1.4	3.0	3.5	1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	94.7	94.2	93.7	-1.2

Average Composite ACT

1991	1992	1993	+/-
19.7	20.6	21.5	1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,823	1,790	1,759	1,722	-101
% Free/Reduced Lunch:	55	56	58	59	4
% Minority:	37	38	34	33	-4
% Special Education:	14	14	13	11	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	112	114	114	114	2
Average Salary ($):	22,741	24,371	25,792	27,381	4,640
Average Experience:	11	15	14	12	1
% Advanced Degree:	53	54	56	60	7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: ADA
Address: P.O. Box 1359, Ada 74821

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	130
# of Administrators:	9	# of School Board Positions:	5
# of Counselors:	6	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	60	71	69	6
5th	63	66	70	72	9
7th	60	61	65	70	10
9th	68	68	66	70	2
11th	57	61	67	71	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	72	12
7th	66	70	4
9th	61	70	9
11th	68	71	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	55	-24
10th	64	78	14

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.1	4.8	4.4	4.0	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.8	93.6	92.7	-1.8

Average Composite ACT

1991	1992	1993	+/-
21.1	20.7	21.6	0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,349	2,318	2,290	2,465	116
% Free/Reduced Lunch:	36	36	40	37	1
% Minority:	21	24	26	26	5
% Special Education:	14	14	14	14	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	146	148	152	163	17
Average Salary ($):	24,639	27,050	27,323	27,705	3,066
Average Experience:	11	12	13	12	1
% Advanced Degree:	86	86	86	85	-1
Class-size Penalty ($):	None	334	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: MC LISH
Address: P.O. Box 29, Fittstown 74842

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	72	79	77	12
5th	48	70	68	69	21
7th	79	32	58	69	-10
9th	46	64	63	53	7
11th	47	35	34	47	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	69	-3
7th	70	69	-1
9th	32	53	21
11th	64	47	-17

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	23	-49
10th	59	26	-33

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.8	0.0	2.1	5.4	3.6

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.0	94.2	94.9	0.4

Average Composite ACT

1991	1992	1993	+/-
*	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	188	185	174	157	-31
% Free/Reduced Lunch:	66	68	76	84	18
% Minority:	31	36	38	38	7
% Special Education:	16	16	14	13	-3
% Limited English Proficient:	0	2	2	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	14	17	17	2
Average Salary ($):	21,703	20,681	22,609	24,729	3,026
Average Experience:	9	7	9	7	-2
% Advanced Degree:	58	44	41	38	-20
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: LATTA
Address: Route 8, Box 811, Ada 74820

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 1
# of Counselors: 1
# of Support Staff: 30
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	64	75	81	27
5th	67	65	59	70	3
7th	69	60	64	68	-1
9th	52	61	75	63	11
11th	55	57	53	53	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	70	6
7th	65	68	3
9th	60	63	3
11th	61	53	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	59	-15
10th	50	58	8

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.4	0.0	0.6	1.6	-3.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.4	96.1	95.2	-0.3

Average Composite ACT

1991	1992	1993	+/-
19.1	19.1	17.8	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	549	604	629	652	103
% Free/Reduced Lunch:	36	33	34	33	-3
% Minority:	22	22	19	23	1
% Special Education:	13	12	13	15	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	39	40	41	43	4
Average Salary ($):	21,602	22,714	24,499	26,454	4,852
Average Experience:	11	13	12	11	0
% Advanced Degree:	59	60	52	46	-13
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: STONEWALL
Address: Route 2, Box 1-A, Stonewall 74871

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	21
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	44	66	42	-6
5th	67	61	51	67	0
7th	46	51	63	62	16
9th	53	56	48	53	0
11th	49	48	39	55	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	67	23
7th	61	62	1
9th	51	53	2
11th	56	55	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	65	-15
10th	53	67	14

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.1	0.0	0.9	3.6	2.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.4	96.2	95.5	-0.8

Average Composite ACT

1991	1992	1993	+/-
*	17.2	17.2	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	331	332	328	323	-8
% Free/Reduced Lunch:	51	51	57	58	7
% Minority:	27	30	29	34	7
% Special Education:	14	14	10	13	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	25	22	22	-4
Average Salary ($):	23,368	23,537	25,243	26,166	2,798
Average Experience:	14	15	16	14	0
% Advanced Degree:	71	71	84	64	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PONTOTOC
District: ROFF
Address: P.O. Box 157, Roff 74865

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	19
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	54	64	94	36
5th	41	62	56	57	16
7th	28	51	56	67	39
9th	51	54	46	62	11
11th	49	40	62	59	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	57	3
7th	62	67	5
9th	51	62	11
11th	54	59	5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	83	29
10th	71	81	10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.1	1.3	1.2	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
97.0	95.5	96.1	95.5	-1.5

Average Composite ACT

1991	1992	1993	+/-
19.7	17.3	19.8	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	269	300	309	339	70
% Free/Reduced Lunch:	57	51	64	58	1
% Minority:	10	4	20	20	10
% Special Education:	16	15	18	23	7
% Limited English Proficient:	1	0	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	20	20	22	25	5
Average Salary ($):	24,533	24,777	25,023	25,525	992
Average Experience:	15	19	18	11	-4
% Advanced Degree:	79	75	75	62	-17
Class-size Penalty ($):	None	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: MC LOUD
Address: P.O. Box 40, McLoud 74851

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	73
# of Administrators:	8	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	41	54	55	7
5th	56	56	63	57	1
7th	54	52	54	55	1
9th	56	53	59	54	-2
11th	58	55	56	50	-8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	41	57	16
7th	56	55	-1
9th	52	54	2
11th	53	50	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	43	-9
10th	42	46	4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.8	3.7	4.5	4.8	4.0

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	94.8	94.4	95.3	1.6

Average Composite ACT

1991	1992	1993	+/-
20.3	20.3	20.7	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,719	1,714	1,701	1,662	-57
% Free/Reduced Lunch:	30	30	35	36	6
% Minority:	16	18	18	21	5
% Special Education:	13	13	10	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	104	106	106	106	2
Average Salary ($):	24,228	23,917	25,732	26,395	2,167
Average Experience:	10	10	10	11	1
% Advanced Degree:	43	43	45	46	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: DALE
Address: P.O. Box 748, Dale 74838

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	23
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	65	70	52	0
5th	49	53	57	59	10
7th	50	51	60	47	-3
9th	62	61	59	61	-1
11th	64	59	57	56	-8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	65	59	-6
7th	53	47	-6
9th	51	61	10
11th	61	56	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	57	-13
10th	44	52	8

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.7	2.7	0.0	2.7	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	95.9	95.6	95.3	-1.3

Average Composite ACT

1991	1992	1993	+/-
22.0	19.4	19.4	-2.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	569	532	512	527	-42
% Free/Reduced Lunch:	27	28	28	27	0
% Minority:	9	11	9	11	2
% Special Education:	12	13	11	8	-4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	36	36	35	33	-3
Average Salary ($):	24,396	25,691	26,031	26,045	1,649
Average Experience:	11	11	12	11	0
% Advanced Degree:	44	45	36	36	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: BETHEL
Address: 36000 Clear Pond Road, Shawnee 74801

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	40
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	68	66	65	4
5th	63	58	59	66	3
7th	56	53	60	60	4
9th	61	56	52	59	-2
11th	55	52	58	56	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	66	-2
7th	58	60	2
9th	53	59	6
11th	56	56	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	53	-5
10th	54	35	-19

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	1.3	1.7	4.3	2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.2	95.6	95.0	0.1

Average Composite ACT

1991	1992	1993	+/-
19.6	20.6	21.0	1.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	971	991	1,004	1,035	64
% Free/Reduced Lunch:	30	29	31	30	0
% Minority:	9	9	13	15	6
% Special Education:	10	10	10	10	0
% Limited English Proficient:	2	0	0	0	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	56	59	61	64	8
Average Salary ($):	26,111	27,703	28,365	28,586	2,475
Average Experience:	12	12	12	12	0
% Advanced Degree:	39	35	39	38	-1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: MACOMB
Address: P.O. Box 10, Macomb 74852

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	13
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	27	68	66	15
5th	61	49	69	70	9
7th	44	51	64	70	26
9th	66	45	74	54	-12
11th	50	34	72	52	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	27	70	43
7th	49	70	21
9th	51	54	3
11th	45	52	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	75	1
10th	51	63	12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	2.9	1.0	5.3	5.3

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	95.0	94.7	94.4	0.7

Average Composite ACT

1991	1992	1993	+/-
*	16.3	23.0	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	307	299	305	299	-8
% Free/Reduced Lunch:	63	65	72	73	10
% Minority:	10	11	30	21	11
% Special Education:	11	11	10	9	-2
% Limited English Proficient:	0	5	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	21	22	22	0
Average Salary ($):	20,592	23,007	23,977	25,469	4,877
Average Experience:	8	9	9	7	-1
% Advanced Degree:	25	18	26	16	-9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: EARLSBORO
Address: P.O. Box 95, Earlsboro 74840

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	42	43	53	10
5th	38	51	57	73	35
7th	53	55	43	63	10
9th	25	49	61	59	34
11th	32	38	29	56	24

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	73	31
7th	51	63	12
9th	55	59	4
11th	49	56	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	95	37
10th	52	38	-14

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	1.4	1.3	1.3

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	94.9	94.8	95.6	1.6

Average Composite ACT

1991	1992	1993	+/-
16.5	16.1	15.5	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	245	273	248	248	3
% Free/Reduced Lunch:	64	57	73	73	9
% Minority:	46	48	45	41	-5
% Special Education:	20	18	21	20	0
% Limited English Proficient:	20	16	16	16	-4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	18	19	21	3
Average Salary ($):	23,922	22,691	26,382	27,800	3,878
Average Experience:	12	13	13	11	0
% Advanced Degree:	36	32	39	32	-4
Class-size Penalty ($):	None	21	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: TECUMSEH
Address: 302 S. Ninth St., Tecumseh 74873

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	82
# of Administrators:	8	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	58	51	54	-2
5th	55	56	60	59	4
7th	56	55	56	51	-5
9th	52	63	64	57	5
11th	45	59	54	61	16

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	59	1
7th	56	51	-5
9th	55	57	2
11th	63	61	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	57	-9
10th	51	39	-12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.5	4.9	4.3	2.3	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
93.1	94.0	93.8	93.3	0.2

Average Composite ACT

1991	1992	1993	+/-
19.4	19.5	18.9	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,897	1,860	1,854	1,891	-6
% Free/Reduced Lunch:	33	34	38	37	4
% Minority:	20	20	21	24	4
% Special Education:	9	11	9	11	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	113	117	123	123	10
Average Salary ($):	24,524	28,549	29,257	30,017	5,493
Average Experience:	11	14	14	12	1
% Advanced Degree:	27	32	27	30	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: SHAWNEE
Address: 326 N. Union, Shawnee 74801

1992-93 District Characteristics

Number of Sites:	9	# of Support Staff:	170
# of Administrators:	10	# of School Board Positions:	7
# of Counselors:	10	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	44	50	46	4
5th	50	54	53	56	6
7th	51	57	55	54	3
9th	55	63	59	63	8
11th	60	55	51	61	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	56	12
7th	54	54	0
9th	57	63	6
11th	63	61	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	52	-9
10th	53	48	-5

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.2	13.8	8.3	6.6	0.4

Student Attendance Rate

1990	1991	1992	1993	+/-
92.2	90.1	92.5	92.5	0.3

Average Composite ACT

1991	1992	1993	+/-
21.5	21.4	20.3	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	3,720	3,895	4,001	3,984	264
% Free/Reduced Lunch:	41	39	43	43	2
% Minority:	25	27	28	29	4
% Special Education:	9	9	12	13	4
% Limited English Proficient:	7	10	3	15	8

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	214	229	240	245	31
Average Salary ($):	26,719	28,547	30,158	31,294	4,575
Average Experience:	12	13	13	13	1
% Advanced Degree:	44	45	47	46	2
Class-size Penalty ($):	None	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: ASHER
Address: P.O. Box 168, Asher 74826

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	49	68	77	14
5th	38	46	83	60	22
7th	54	61	53	51	-3
9th	68	71	56	54	-14
11th	56	41	62	73	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	60	11
7th	46	51	5
9th	61	54	-7
11th	71	73	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	62	18
10th	89	40	-49

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.3	0.0	0.0	0.0	-1.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.6	95.9	95.3	-0.1

Average Composite ACT

1991	1992	1993	+/-
19.8	16.8	21.7	1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	195	205	209	214	19
% Free/Reduced Lunch:	57	55	54	52	-5
% Minority:	20	19	17	15	-5
% Special Education:	12	11	13	16	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	18	18	18	0
Average Salary ($):	23,913	25,842	27,075	26,556	2,643
Average Experience:	16	19	16	13	-2
% Advanced Degree:	51	51	39	28	-23
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: WANETTE
Address: P.O. Box 161, Wanette 74878

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	64	62	40	-4
5th	47	62	52	52	5
7th	43	50	48	59	16
9th	55	60	67	53	-2
11th	25	47	64	42	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	52	-12
7th	62	59	-3
9th	50	53	3
11th	60	42	-18

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	44	-34
10th	41	41	0

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.0	2.5	4.7	2.4	-2.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	93.9	93.7	94.1	-1.4

Average Composite ACT

1991	1992	1993	+/-
18.5	19.4	18.5	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	276	290	300	286	10
% Free/Reduced Lunch:	59	56	68	72	13
% Minority:	12	14	14	15	3
% Special Education:	19	17	19	22	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	21	22	21	0
Average Salary ($):	21,469	23,151	25,391	27,914	6,445
Average Experience:	13	11	11	13	1
% Advanced Degree:	41	26	30	43	2
Class-size Penalty ($):	None	None	4,386	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: POTTAWATOMIE
District: MAUD
Address: P.O. Box 130, Maud 74854

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	26
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	54	67	60	1
5th	54	66	52	51	-3
7th	54	50	52	64	10
9th	53	64	44	60	7
11th	35	51	45	62	27

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	51	-3
7th	66	64	-2
9th	50	60	10
11th	64	62	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	56	55	-1
10th	42	35	-7

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.4	2.0	3.7	1.6	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.5	96.2	95.8	-0.5

Average Composite ACT

1991	1992	1993	+/-
17.1	17.6	17.1	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	467	441	421	420	-47
% Free/Reduced Lunch:	66	69	65	65	-1
% Minority:	16	21	21	22	6
% Special Education:	17	18	19	18	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	35	35	38	34	-1
Average Salary ($):	22,008	22,875	23,469	24,976	2,968
Average Experience:	14	14	11	8	-5
% Advanced Degree:	51	54	31	29	-22
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PUSHMATAHA
District: RATTAN
Address: P.O. Box 44, Rattan 74562

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	26
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	50	63	64	12
5th	50	47	54	55	5
7th	61	61	68	60	-1
9th	64	45	63	59	-5
11th	50	50	53	39	-11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	55	5
7th	47	60	13
9th	61	59	-2
11th	45	39	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	59	-12
10th	55	49	-6

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	3.6	0.0	0.8	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.1	96.6	96.1	0.4

Average Composite ACT

1991	1992	1993	+/-
17.9	18.6	19.5	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	470	485	490	455	-15
% Free/Reduced Lunch:	67	65	69	75	8
% Minority:	18	22	24	26	8
% Special Education:	10	9	11	12	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	37	36	38	38	1
Average Salary ($):	22,006	24,141	26,236	26,323	4,317
Average Experience:	12	12	11	11	-1
% Advanced Degree:	49	47	47	50	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PUSHMATAHA
District: CLAYTON
Address: P.O Box 190, Clayton 74536

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	23
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	59	34	59	3
5th	51	50	44	63	12
7th	59	47	43	50	-9
9th	65	58	47	44	-21
11th	52	41	57	54	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	63	4
7th	50	50	0
9th	47	44	-3
11th	58	54	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	48	-15
10th	69	52	-17

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.7	6.2	2.9	5.1	4.4

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.5	94.7	95.0	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.5	16.3	19.8	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	352	348	341	345	-7
% Free/Reduced Lunch:	80	81	71	70	-10
% Minority:	29	37	23	24	-5
% Special Education:	5	5	5	6	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	27	29	29	3
Average Salary ($):	21,400	22,221	24,234	26,610	5,210
Average Experience:	12	15	12	13	0
% Advanced Degree:	29	35	31	38	9
Class-size Penalty ($):	None	1,835	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: PUSHMATAHA
District: ANTLERS
Address: 306 NE A Street, Antlers 74523

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	54
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	52	39	53	3
5th	44	61	60	57	13
7th	50	46	56	58	8
9th	49	44	56	54	5
11th	47	40	49	43	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	57	5
7th	61	58	-3
9th	46	54	8
11th	44	43	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	42	-26
10th	57	39	-18

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.9	2.0	1.8	2.7	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.0	94.4	93.7	-0.6

Average Composite ACT

1991	1992	1993	+/-
18.0	18.0	18.2	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,065	1,020	979	1,068	3
% Free/Reduced Lunch:	60	62	60	55	-5
% Minority:	20	17	27	24	4
% Special Education:	9	9	9	8	-1
% Limited English Proficient:	0	5	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	72	79	77	74	2
Average Salary ($):	23,122	23,266	27,363	28,145	5,023
Average Experience:	13	12	13	14	2
% Advanced Degree:	49	54	55	58	9
Class-size Penalty ($):	Exempt	None	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGER MILLS
District: LEEDEY
Address: P.O. Box 67, Leedey 73654

1992-93 District Characteristics

Number of Sites.	3	# of Support Staff:	16
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	74	67	72	11
5th	73	63	78	79	6
7th	81	74	79	76	-5
9th	60	74	81	75	15
11th	70	31	64	62	-8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	74	79	5
7th	63	76	13
9th	74	75	1
11th	74	62	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	51	45	-6
10th	44	60	14

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.9	0.0	0.0	1.4	-0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	96.3	97.2	96.5	0.2

Average Composite ACT

1991	1992	1993	+/-
19.8	18.0	19.4	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	195	214	226	219	24
% Free/Reduced Lunch:	24	23	26	27	3
% Minority:	0	1	4	1	1
% Special Education:	10	8	6	7	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	21	22	21	-1
Average Salary ($):	20,985	22,785	24,330	26,398	5,413
Average Experience:	9	10	10	10	1
% Advanced Degree:	56	56	54	57	1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGER MILLS
District: REYDON
Address: P.O. Box 37, Reydon 73660

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	72	61	60	63	-9
5th	67	85	75	77	10
7th	79	79	74	79	0
9th	74	76	63	67	-7
11th	64	*	53	69	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	77	16
7th	85	79	-6
9th	79	67	-12
11th	76	69	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	65	6
10th	45	51	16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.4	2.5	0.0	0.0	-2.4

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	97.4	97.0	96.6	0.0

Average Composite ACT

1991	1992	1993	+/-
19.5	*	21.1	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	132	145	143	138	6
% Free/Reduced Lunch:	37	33	55	57	20
% Minority:	2	0	0	0	-2
% Special Education:	10	9	8	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	19	20	18	-1
Average Salary ($):	23,417	25,184	25,728	27,725	4,308
Average Experience:	10	12	11	11	1
% Advanced Degree:	47	30	40	39	-8
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGER MILLS
District: CHEYENNE
Address: P.O. Box 650, Cheyenne 73628

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	24
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	67	63	67	1
5th	62	59	70	72	10
7th	59	53	66	58	-1
9th	71	63	67	62	-9
11th	52	49	55	60	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	72	5
7th	59	58	-1
9th	53	62	9
11th	63	60	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	59	-19
10th	50	27	-23

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.9	0.0	0.0	0.0	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.8	97.3	97.1	96.4	-0.4

Average Composite ACT

1991	1992	1993	+/-
18.6	21.0	19.4	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	305	292	285	327	22
% Free/Reduced Lunch:	44	46	39	43	-1
% Minority:	4	5	6	4	0
% Special Education:	7	8	11	0	-7
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	30	29	33	3
Average Salary ($):	24,459	25,721	27,285	29,343	4,884
Average Experience:	12	13	14	14	2
% Advanced Degree:	60	55	52	61	1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGER MILLS
District: SWEETWATER
Address: Route 1, Box 6, Sweetwater 73666

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	*	49	38	-30
5th	48	52	63	*	*
7th	54	60	64	66	12
9th	68	65	65	*	*
11th	65	51	68	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	*	*	*
7th	52	66	14
9th	60	*	*
11th	65	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	56	-2
10th	*	66	*

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.3	0.0	0.0	0.0	-2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.8	95.2	96.3	1.3

Average Composite ACT

1991	1992	1993	+/-
19.4	20.0	20.1	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	137	123	122	109	-28
% Free/Reduced Lunch:	28	31	34	38	10
% Minority:	4	4	2	3	-1
% Special Education:	5	6	7	10	5
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	16	15	13	-3
Average Salary ($):	19,604	21,436	23,897	25,413	5,809
Average Experience:	8	8	13	8	0
% Advanced Degree:	47	38	47	31	-16
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGER MILLS
District: HAMMON
Address: P.O. Box 279, Hammon 73650

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	31
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	49	48	47	0
5th	57	59	56	62	5
7th	51	50	61	52	1
9th	38	68	53	57	19
11th	64	64	38	60	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	62	13
7th	59	52	-7
9th	50	57	7
11th	68	60	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	88	79	-9
10th	67	46	-21

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.2	1.3	2.6	0.0	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	96.0	95.7	94.6	-1.1

Average Composite ACT

1991	1992	1993	+/-
18.4	20.4	16.5	-1.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	291	302	283	278	-13
% Free/Reduced Lunch:	59	57	66	67	8
% Minority:	28	28	30	33	5
% Special Education:	14	13	12	11	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	30	28	29	-1
Average Salary ($):	23,795	23,630	24,978	26,864	3,069
Average Experience:	12	12	13	12	0
% Advanced Degree:	53	52	57	55	2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS
District: CLAREMORE
Address: P.O. Box 907, Claremore 74018

1992-93 District Characteristics

Number of Sites:	7	# of Support Staff:	151
# of Administrators:	12	# of School Board Positions:	5
# of Counselors:	8	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	64	60	59	1
5th	59	68	71	74	15
7th	71	68	64	67	-4
9th	65	68	72	66	1
11th	60	59	56	58	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	74	10
7th	68	67	-1
9th	68	66	-2
11th	68	58	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	72	-6
10th	55	65	10

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.9	4.7	3.3	2.8	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	94.6	94.8	94.5	-0.5

Average Composite ACT

1991	1992	1993	+/-
21.1	20.0	20.0	-1.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	3,216	3,275	3,270	3,385	169
% Free/Reduced Lunch:	22	21	25	24	2
% Minority:	25	25	25	25	0
% Special Education:	13	13	12	12	-1
% Limited English Proficient:	0	0	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	207	218	216	218	11
Average Salary ($):	25,215	26,197	27,132	27,613	2,398
Average Experience:	12	12	13	12	0
% Advanced Degree:	36	34	32	31	-5
Class-size Penalty ($):	None	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS
District: CATOOSA
Address: 2000 S. Cherokee, Catoosa 74015

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	86
# of Administrators:	11	# of School Board Positions:	5
# of Counselors:	6	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	51	53	51	-2
5th	56	60	58	59	3
7th	53	53	56	58	5
9th	56	59	58	56	0
11th	44	55	49	52	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	51	59	8
7th	60	58	-2
9th	53	56	3
11th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	43	-15
10th	58	38	-20

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.9	2.8	3.6	2.4	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
94.2	94.5	93.6	93.6	-0.6

Average Composite ACT

1991	1992	1993	+/-
19.9	21.0	20.8	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,957	1,947	2,046	2,128	171
% Free/Reduced Lunch:	25	25	32	31	6
% Minority:	10	8	11	17	7
% Special Education:	10	10	12	13	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	117	121	125	129	12
Average Salary ($):	24,352	24,609	25,242	26,709	2,357
Average Experience:	9	9	9	10	1
% Advanced Degree:	26	23	20	19	-7
Class-size Penalty ($):	None	16,184	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS
District: CHELSEA
Address: 306 W. Sixth St., Chelsea 74016

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	43
# of Administrators:	5	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	48	50	59	3
5th	62	62	58	58	-4
7th	52	54	53	51	-1
9th	54	57	57	51	-3
11th	50	57	50	50	0

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	58	10
7th	62	51	-11
9th	54	51	-3
11th	57	50	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	33	-28
10th	66	53	-13

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.8	3.3	1.7	2.3	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.1	94.5	94.1	-1.0

Average Composite ACT

1991	1992	1993	+/-
19.8	18.8	19.6	-0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	888	887	930	996	108
% Free/Reduced Lunch:	35	35	37	35	0
% Minority:	47	42	32	35	-12
% Special Education:	17	16	13	16	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	58	59	59	63	5
Average Salary ($):	22,364	23,539	25,285	26,061	3,697
Average Experience:	10	11	13	11	1
% Advanced Degree:	34	36	33	31	-3
Class-size Penalty ($):	None	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS

District: OOLOGAH-TALALA

Address: P.O. Box 189, Oologah 74053

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	69
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	61	72	69	2
5th	60	67	67	66	6
7th	72	73	70	67	-5
9th	63	66	74	64	1
11th	63	67	52	53	-10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	66	5
7th	67	67	0
9th	73	64	-9
11th	66	53	-13

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	53	-15
10th	58	34	-24

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.0	2.7	3.7	1.1	-0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	95.9	95.5	95.2	-0.6

Average Composite ACT

1991	1992	1993	+/-
22.2	21.3	21.7	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,206	1,220	1,302	1,357	151
% Free/Reduced Lunch:	15	14	18	18	3
% Minority:	28	28	30	27	-1
% Special Education:	12	12	10	11	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	82	82	83	81	-1
Average Salary ($):	29,881	30,301	30,436	30,366	485
Average Experience:	16	15	16	16	0
% Advanced Degree:	47	43	43	46	-1
Class-size Penalty ($):	5,494	None	10,329	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS
District: INOLA
Address: P.O. Box 1149, Inola 74036

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 4
# of Counselors: 2
# of Support Staff: 41
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	62	52	61	66	4
5th	60	69	64	65	5
7th	58	66	64	65	7
9th	63	68	60	70	7
11th	57	51	58	69	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	65	13
7th	69	65	-4
9th	66	70	4
11th	68	69	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	54	-20
10th	60	48	-12

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.9	2.1	0.8	1.2	-2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.5	96.1	95.7	-0.9

Average Composite ACT

1991	1992	1993	+/-
19.3	18.5	21.0	1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	941	946	945	944	3
% Free/Reduced Lunch:	19	19	22	22	3
% Minority:	26	22	21	21	-5
% Special Education:	12	12	10	10	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	57	55	55	56	-1
Average Salary ($):	23,598	24,085	26,122	28,064	4,466
Average Experience:	11	12	12	12	1
% Advanced Degree:	31	28	32	29	-2
Class-size Penalty ($):	None	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS
District: SEQUOYAH
Address: Route 3, Box 200, Claremore 74017

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	36
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	45	48	55	61	16
5th	52	54	48	55	3
7th	58	54	53	60	2
9th	59	64	61	65	6
11th	53	50	57	64	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	55	7
7th	54	60	6
9th	54	65	11
11th	64	64	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	69	-1
10th	56	51	-5

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	1.0	1.7	0.3	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.8	95.8	96.0	95.7	-1.1

Average Composite ACT

1991	1992	1993	+/-
18.5	18.6	19.3	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	877	938	991	1,004	127
% Free/Reduced Lunch:	16	15	18	18	2
% Minority:	29	20	31	27	-2
% Special Education:	8	7	9	10	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	53	53	57	59	6
Average Salary ($):	23,671	24,966	26,845	27,712	4,041
Average Experience:	11	11	13	12	2
% Advanced Degree:	16	12	26	27	11
Class-size Penalty ($):	14,224	605	6,504	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS

District: FOYIL

Address: P.O. Box 49, Foyil 74031

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	22
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	59	63	57	11
5th	32	50	48	51	19
7th	46	53	44	46	0
9th	38	49	58	59	21
11th	26	49	46	53	27

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	51	-8
7th	50	46	-4
9th	53	59	6
11th	49	53	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	45	44	-1
10th	56	53	-3

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.5	9.4	2.7	7.8	2.3

Student Attendance Rate

1990	1991	1992	1993	+/-
94.7	95.1	95.0	94.2	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.0	19.9	17.5	-1.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	457	437	429	465	8
% Free/Reduced Lunch:	39	41	44	40	1
% Minority:	35	38	41	36	1
% Special Education:	14	14	14	13	-1
% Limited English Proficient:	0	27	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	31	31	32	30	-1
Average Salary ($):	23,313	24,455	25,290	26,042	2,729
Average Experience:	8	7	8	8	0
% Advanced Degree:	20	11	8	11	-9
Class-size Penalty ($):	None	None	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: ROGERS

District: VERDIGRIS

Address: 6101 SW Verdigris Rd., Claremore 74017

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	29
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	61	63	67	7
5th	69	61	68	71	2
7th	58	67	70	62	4
9th	72	67	60	70	-2
11th	*	*	*	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	71	10
7th	61	62	1
9th	67	70	3
11th	67	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	73	57	-16
10th	*	*	*

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.1	95.9	95.8	-0.6

Average Composite ACT

1991	1992	1993	+/-
*	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	431	442	454	470	39
% Free/Reduced Lunch:	10	10	10	9	-1
% Minority:	12	15	16	17	5
% Special Education:	18	17	17	19	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	24	23	23	-1
Average Salary ($):	25,620	27,333	27,336	29,528	3,908
Average Experience:	12	12	13	13	1
% Advanced Degree:	33	34	30	28	-5
Class-size Penalty ($):	1,944	9,489	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: SEMINOLE
Address: P.O. Box 1031, Seminole 74818

1992-93 District Characteristics

Number of Sites: 5
# of Administrators: 7
# of Counselors: 5
# of Support Staff: 56
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	52	59	60	12
5th	57	64	59	64	7
7th	56	59	63	57	1
9th	52	54	57	63	11
11th	51	62	52	54	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	64	12
7th	64	57	-7
9th	59	63	4
11th	54	54	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	46	-14
10th	58	44	-14

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.1	2.9	3.1	4.8	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	94.3	94.1	93.7	-0.6

Average Composite ACT

1991	1992	1993	+/-
20.7	21.2	19.1	-1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,414	1,440	1,518	1,523	109
% Free/Reduced Lunch:	38	38	47	47	9
% Minority:	27	27	31	32	5
% Special Education:	13	12	13	12	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	82	89	93	96	14
Average Salary ($):	23,817	26,457	28,186	30,037	6,220
Average Experience:	14	14	17	14	0
% Advanced Degree:	55	58	58	58	3
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: WEWOKA
Address: P.O. Box 870, Wewoka 74884

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	48
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	3	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	46	36	39	59	13
5th	38	50	50	51	13
7th	39	47	38	42	3
9th	50	43	47	51	1
11th	45	37	51	46	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	36	51	15
7th	50	42	-8
9th	47	51	4
11th	43	46	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	43	-19
10th	68	50	-18

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.3	3.3	2.4	2.6	-2.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.4	94.2	94.7	93.4	-1.0

Average Composite ACT

1991	1992	1993	+/-
18.5	16.8	18.4	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	888	845	836	881	-7
% Free/Reduced Lunch:	61	64	70	66	5
% Minority:	52	54	58	59	7
% Special Education:	17	18	14	16	-1
% Limited English Proficient:	0	0	1	6	6

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	66	65	63	67	1
Average Salary ($):	22,910	24,964	25,900	27,903	4,993
Average Experience:	13	16	16	13	0
% Advanced Degree:	54	60	60	55	1
Class-size Penalty ($):	11,466	2,044	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE

District: BOWLEGS

Address: P.O. Box 88, Bowlegs 74830

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	19
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	25	71	30	42	17
5th	33	53	57	64	31
7th	50	62	48	63	13
9th	56	57	55	62	6
11th	34	32	55	56	22

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	64	-7
7th	53	63	10
9th	62	62	0
11th	57	56	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	57	-27
10th	55	30	-25

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.6	2.8	0.0	0.9	-4.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.1	93.8	93.9	93.9	-0.2

Average Composite ACT

1991	1992	1993	+/-
15.8	15.2	19.1	3.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	315	293	314	325	10
% Free/Reduced Lunch:	72	78	80	77	5
% Minority:	31	36	37	35	4
% Special Education:	16	17	18	15	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	25	25	25	1
Average Salary ($):	21,396	23,648	23,683	25,919	4,523
Average Experience:	9	17	12	8	-1
% Advanced Degree:	50	49	34	49	-1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: KONAWA
Address: Route 1, Box 3, Konawa 74849

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 4
# of Counselors: 2
# of Support Staff: 39
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	38	42	58	50	12
5th	51	50	43	53	2
7th	73	61	56	58	-15
9th	53	57	67	63	10
11th	59	61	59	53	-6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	53	11
7th	50	58	8
9th	61	63	2
11th	57	53	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	45	-24
10th	50	44	-6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.1	2.3	1.4	0.0	-4.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	95.8	96.0	95.1	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.8	20.5	19.0	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	705	700	673	689	-16
% Free/Reduced Lunch:	59	59	64	65	6
% Minority:	31	32	34	31	0
% Special Education:	10	10	9	8	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	50	47	51	1
Average Salary ($):	24,390	25,728	26,339	27,876	3,486
Average Experience:	14	16	15	14	0
% Advanced Degree:	54	59	57	57	3
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: PLEASANT GROVE
Address: ROute 1, Box 247, Seminole 74868

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	16
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	57	44	43	-23
5th	49	46	59	71	22
7th	67	24	58	49	-18
9th	50	49	71	38	-12
11th	42	51	34	37	-5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	71	14
7th	46	49	3
9th	24	38	14
11th	49	37	-12

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	44	40	-4
10th	53	69	16

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.4	2.0	0.0	7.5	2.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	95.8	93.2	91.9	-3.7

Average Composite ACT

1991	1992	1993	+/-
19.0	*	18.5	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	183	156	149	163	-20
% Free/Reduced Lunch:	74	87	67	62	-12
% Minority:	30	27	26	30	0
% Special Education:	10	12	15	16	6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	14	15	15	0
Average Salary ($):	21,823	21,948	25,751	25,192	3,369
Average Experience:	8	13	12	7	-1
% Advanced Degree:	43	48	35	25	-18
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: NEW LIMA
Address: Route 1, Box 96, Wewoka 74884

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 19
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	42	52	59	9
5th	38	53	41	49	11
7th	46	53	52	63	17
9th	56	59	45	45	-11
11th	42	54	51	53	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	49	7
7th	53	63	10
9th	53	45	-8
11th	59	53	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	80	2
10th	55	53	-2

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.2	1.1	0.0	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	94.6	94.5	93.9	-1.0

Average Composite ACT

1991	1992	1993	+/-
17.6	18.0	21.3	3.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	303	296	303	297	-6
% Free/Reduced Lunch:	72	74	72	73	1
% Minority:	38	38	39	38	0
% Special Education:	8	8	11	12	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	22	22	22	1
Average Salary ($):	21,891	24,122	26,111	28,169	6,278
Average Experience:	14	16	15	14	1
% Advanced Degree:	52	47	42	43	-9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: VARNUM
Address: Route 4, Box 148, Seminole 74868

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	14
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	44	57	61	10
5th	64	55	67	62	-2
7th	63	39	68	63	0
9th	51	65	58	51	0
11th	48	25	57	57	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	44	62	18
7th	55	63	8
9th	39	51	12
11th	65	57	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	60	0
10th	66	26	-40

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.8	7.4	4.2	3.5	1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.9	96.3	95.0	-0.9

Average Composite ACT

1991	1992	1993	+/-
17.6	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	238	259	248	278	40
% Free/Reduced Lunch:	52	48	50	45	-7
% Minority:	33	29	28	39	6
% Special Education:	12	11	12	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	19	19	19	0
Average Salary ($):	19,961	21,681	22,535	23,754	3,793
Average Experience:	6	9	7	6	0
% Advanced Degree:	13	26	26	19	6
Class-size Penalty ($):	None	6,173	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: SASAKWA
Address: P.O. Box 323, Sasakwa 74867

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 1
# of Support Staff: 16
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	43	33	72	17
5th	58	40	41	64	6
7th	33	46	51	61	28
9th	58	57	31	50	-8
11th	31	27	37	49	18

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	43	64	21
7th	40	61	21
9th	46	50	4
11th	57	49	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	51	-17
10th	54	16	-38

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.8	3.8	3.2	3.4	1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.5	93.2	92.4	-2.6

Average Composite ACT

1991	1992	1993	+/-
*	15.5	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	208	199	230	215	7
% Free/Reduced Lunch:	73	77	83	89	16
% Minority:	39	40	43	57	18
% Special Education:	18	19	16	19	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	24	23	23	24	0
Average Salary ($):	22,306	24,346	24,086	25,891	3,585
Average Experience:	11	13	10	10	-1
% Advanced Degree:	42	41	26	40	-2
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: STROTHER
Address: Route 3, Box 265, Seminole 74868

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	28
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	53	53	49	59	6
5th	61	67	63	53	-8
7th	49	45	71	61	12
9th	74	56	45	53	-21
11th	49	51	67	60	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	53	0
7th	67	61	-6
9th	45	53	8
11th	56	60	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	62	-9
10th	55	25	-30

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.9	2.2	0.0	1.1	0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.4	95.5	94.7	93.5	-1.9

Average Composite ACT

1991	1992	1993	+/-
18.7	17.8	18.6	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	370	345	319	327	-43
% Free/Reduced Lunch:	62	67	58	56	-6
% Minority:	25	31	29	31	6
% Special Education:	17	18	15	14	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	26	25	25	-1
Average Salary ($):	21,359	21,762	23,879	26,282	4,923
Average Experience:	11	14	12	13	2
% Advanced Degree:	33	30	20	28	-5
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEMINOLE
District: BUTNER
Address: P.O. Box 157, Cromwell 74837

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	18
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	46	46	62	15
5th	53	31	48	47	-6
7th	43	52	51	65	22
9th	50	54	43	48	-2
11th	38	39	40	51	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	47	1
7th	31	65	34
9th	52	48	-4
11th	54	51	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	36	55	19
10th	52	36	-16

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.9	4.3	1.0	1.0	0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
93.8	94.5	94.4	93.7	-0.1

Average Composite ACT

1991	1992	1993	+/-
21.5	19.6	17.5	-4.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	360	340	309	312	-48
% Free/Reduced Lunch:	63	67	66	65	2
% Minority:	33	33	38	37	4
% Special Education:	13	14	11	12	-1
% Limited English Proficient:	0	0	0	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	27	27	26	-2
Average Salary ($):	21,621	21,716	23,345	25,406	3,785
Average Experience:	10	19	15	10	0
% Advanced Degree:	42	29	19	16	-26
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: SALLISAW
Address: 604 E. Cherokee, Sallisaw 74955

1992-93 District Characteristics

Number of Sites: 4
# of Administrators: 7
# of Counselors: 7
# of Support Staff: 84
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	49	49	51	9
5th	46	41	54	53	7
7th	56	61	55	52	-4
9th	57	51	55	59	2
11th	42	52	50	49	7

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	49	53	4
7th	41	52	11
9th	61	59	-2
11th	51	49	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	59	-1
10th	51	50	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.7	3.2	3.0	0.7	-4.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	93.8	94.5	97.8	2.8

Average Composite ACT

1991	1992	1993	+/-
19.6	20.5	19.9	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,926	1,943	1,916	1,906	-20
% Free/Reduced Lunch:	45	44	46	46	1
% Minority:	32	32	32	35	3
% Special Education:	12	12	12	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	121	121	125	127	6
Average Salary ($):	24,943	26,773	27,524	28,209	3,266
Average Experience:	14	15	15	15	1
% Advanced Degree:	49	47	45	43	-6
Class-size Penalty ($):	None	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: VIAN
Address: P.O. Box 434, Vian 74962

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	53
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	43	46	70	55	12
5th	46	58	69	64	18
7th	44	47	64	63	19
9th	40	37	56	57	17
11th	52	32	49	54	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	64	18
7th	58	63	5
9th	47	57	10
11th	37	54	17

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	60	87	27
10th	52	35	-17

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
5.0	4.7	3.9	3.6	-1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
96.7	96.2	97.4	97.0	0.3

Average Composite ACT

1991	1992	1993	+/-
19.3	18.7	18.4	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	889	844	838	858	-31
% Free/Reduced Lunch:	63	66	71	69	6
% Minority:	41	44	54	56	15
% Special Education:	14	15	14	10	-4
% Limited English Proficient:	0	0	0	3	3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	60	58	59	58	-2
Average Salary ($):	23,827	26,145	27,676	27,609	3,782
Average Experience:	13	14	14	13	0
% Advanced Degree:	53	53	50	44	-9
Class-size Penalty ($):	1,279	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: MULDROW
Address: P.O. Box 660, Muldrow 74948

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	53
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	42	65	66	10
5th	54	57	60	48	-6
7th	48	55	52	58	10
9th	57	53	49	60	3
11th	45	45	53	59	14

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	48	6
7th	57	58	1
9th	55	60	5
11th	53	59	6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	73	2
10th	64	68	4

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.6	2.2	1.3	1.5	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	96.2	95.9	95.1	-1.5

Average Composite ACT

1991	1992	1993	+/-
19.4	19.0	20.1	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,408	1,425	1,483	1,514	106
% Free/Reduced Lunch:	47	47	54	53	6
% Minority:	24	27	25	25	1
% Special Education:	10	10	11	11	1
% Limited English Proficient:	0	0	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	82	86	87	90	8
Average Salary ($):	24,329	26,550	27,974	28,953	4,624
Average Experience:	13	14	15	14	1
% Advanced Degree:	32	32	33	32	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: GANS
Address: P.O. Box 70, Gans 74936

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	44	36	50	43	-1
5th	44	47	31	49	5
7th	34	47	54	54	20
9th	58	39	56	39	-19
11th	49	36	50	31	-18

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	36	49	13
7th	47	54	7
9th	47	39	-8
11th	39	31	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	48	15	-33
10th	60	72	12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.6	6.0	3.1	2.7	-1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
93.1	97.0	96.4	95.5	2.4

Average Composite ACT

1991	1992	1993	+/-
18.6	17.1	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	252	241	252	260	8
% Free/Reduced Lunch:	53	56	57	55	2
% Minority:	20	24	29	28	8
% Special Education:	17	17	22	21	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	21	20	19	-2
Average Salary ($):	21,241	23,734	25,120	27,840	6,599
Average Experience:	12	15	15	15	2
% Advanced Degree:	33	41	38	34	1
Class-size Penalty ($):	None	None	1,988	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: ROLAND
Address: Route 1, Box 1, Roland 74954

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	45
# of Administrators:	4	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	47	64	56	53	6
5th	52	48	62	56	4
7th	53	53	57	54	1
9th	47	59	53	56	9
11th	56	56	49	52	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	56	-8
7th	48	54	6
9th	53	56	3
11th	59	52	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	58	-10
10th	57	41	-16

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.0	3.4	2.0	0.0	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	95.8	96.6	96.7	0.1

Average Composite ACT

1991	1992	1993	+/-
20.6	18.2	18.5	-2.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,124	1,160	1,157	1,184	60
% Free/Reduced Lunch:	45	43	44	43	-2
% Minority:	11	20	19	19	8
% Special Education:	10	10	10	13	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	67	71	75	75	8
Average Salary ($):	25,577	27,143	27,861	29,290	3,713
Average Experience:	12	14	14	13	1
% Advanced Degree:	41	37	36	37	-4
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH

District: GORE

Address: P.O. Box 580, Gore 74435

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	23
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	42	53	44	-17
5th	63	60	59	51	-12
7th	54	51	54	61	7
9th	62	53	57	41	-21
11th	47	42	59	51	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	51	9
7th	60	61	1
9th	51	41	-10
11th	53	51	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	34	-20
10th	38	66	28

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.0	0.0	0.0	0.0	-3.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	97.0	97.1	95.9	-0.7

Average Composite ACT

1991	1992	1993	+/-
17.9	17.6	19.5	1.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	505	533	555	536	31
% Free/Reduced Lunch:	54	51	53	55	1
% Minority:	25	31	39	37	12
% Special Education:	17	16	12	16	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	34	34	36	3
Average Salary ($):	22,861	25,232	26,697	27,488	4,627
Average Experience:	11	11	15	12	1
% Advanced Degree:	28	24	21	20	-8
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: SEQUOYAH
District: CENTRAL
Address: Route 1, Box 36, Sallisaw 74955

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	25
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	50	40	52	53	3
5th	68	65	52	55	-13
7th	60	54	50	66	6
9th	56	47	61	52	-4
11th	40	56	48	43	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	40	55	15
7th	65	66	1
9th	54	52	-2
11th	47	43	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	83	5
10th	17	36	19

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.9	2.3	0.0	0.0	-3.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.2	96.3	95.9	95.7	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.7	24.0	18.5	-1.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	365	374	403	411	46
% Free/Reduced Lunch:	59	58	56	55	-4
% Minority:	43	46	42	44	1
% Special Education:	16	16	13	13	-3
% Limited English Proficient:	0	0	0	44	44

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	25	26	28	6
Average Salary ($):	24,552	25,141	26,715	28,013	3,461
Average Experience:	16	14	14	15	-1
% Advanced Degree:	34	34	29	27	-7
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: DUNCAN
Address: P.O. Box 1548, Duncan 73534

1992-93 District Characteristics

Number of Sites: 10
# of Administrators: 17
# of Counselors: 10
# of Support Staff: 187
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	54	59	65	6
5th	59	63	67	69	10
7th	57	60	61	67	10
9th	59	62	61	64	5
11th	59	61	53	63	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	69	15
7th	63	67	4
9th	60	64	4
11th	62	63	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	54	-4
10th	56	48	-8

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.7	3.8	4.0	3.4	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	94.7	94.9	94.0	-0.8

Average Composite ACT

1991	1992	1993	+/-
20.9	20.8	19.9	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	4,084	4,230	4,249	4,292	208
% Free/Reduced Lunch:	28	27	33	33	5
% Minority:	14	16	15	17	3
% Special Education:	8	8	8	8	0
% Limited English Proficient:	0	0	3	2	2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	226	230	236	243	17
Average Salary ($):	24,668	26,176	26,216	28,835	4,167
Average Experience:	11	10	12	10	-1
% Advanced Degree:	28	29	29	27	-1
Class-size Penalty ($):	10,120	10,991	951	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: COMANCHE
Address: P.O. Box 310, Comanche 73529

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	43
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	52	56	59	4
5th	60	60	66	70	10
7th	52	59	61	58	6
9th	50	50	48	59	9
11th	37	49	52	57	20

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	52	70	18
7th	60	58	-2
9th	59	59	0
11th	50	57	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	47	-6
10th	64	56	-8

* Indicates 5 or fewer students tested or score not applicable.

Dropout Rate

1990	1991	1992	1993	+/-
2.8	3.8	5.1	5.0	2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	95.1	94.5	93.4	-1.5

Average Composite ACT

1991	1992	1993	+/-
19.7	19.5	19.2	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,010	987	964	942	-68
% Free/Reduced Lunch:	49	50	42	43	-6
% Minority:	8	5	8	9	1
% Special Education:	12	12	10	11	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	70	68	71	68	-2
Average Salary ($):	24,099	24,295	24,911	26,890	2,791
Average Experience:	13	13	14	13	1
% Advanced Degree:	20	22	20	20	0
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: MARLOW
Address: P.O. Box 73, Marlow 73055

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	61
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	50	64	71	17
5th	57	46	57	61	4
7th	59	51	57	59	0
9th	51	61	64	55	4
11th	53	46	45	64	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	61	11
7th	46	59	13
9th	51	55	4
11th	61	64	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	59	2
10th	55	61	6

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	0.5	0.8	2.3	1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.2	95.0	94.7	-0.3

Average Composite ACT

1991	1992	1993	+/-
19.9	18.6	18.6	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,351	1,355	1,353	1,327	-24
% Free/Reduced Lunch:	33	33	33	34	1
% Minority:	7	8	7	9	2
% Special Education:	10	10	10	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	83	87	88	88	5
Average Salary ($):	25,745	27,858	28,819	30,055	4,310
Average Experience:	13	14	14	13	0
% Advanced Degree:	27	30	28	25	-2
Class-size Penalty ($):	Exempt	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: VELMA-ALMA
Address: P.O. Box 8, Velma 73091

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	29
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	66	63	64	-4
5th	56	57	67	66	10
7th	59	45	64	62	3
9th	67	68	63	49	-18
11th	64	43	61	75	11

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	66	0
7th	57	62	5
9th	45	49	4
11th	68	75	7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	46	65	19
10th	70	36	-34

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.4	4.2	0.8	1.4	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.0	95.7	95.8	0.1

Average Composite ACT

1991	1992	1993	+/-
20.3	18.1	19.8	-0.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	524	551	561	602	78
% Free/Reduced Lunch:	32	31	27	25	-7
% Minority:	3	4	3	10	7
% Special Education:	12	12	14	15	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	35	37	37	37	2
Average Salary ($):	22,182	22,901	23,108	25,759	3,577
Average Experience:	9	8	8	8	-1
% Advanced Degree:	23	22	16	16	-7
Class-size Penalty ($):	14,302	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: EMPIRE
Address: Route 1, Box 155, Duncan 73533

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	17
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	61	60	56	55	-6
5th	64	45	57	72	8
7th	52	59	66	49	-3
9th	56	70	63	59	3
11th	50	58	48	63	13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	72	12
7th	45	49	4
9th	59	59	0
11th	70	63	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	70	-14
10th	58	66	8

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.6	0.0	1.9	1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.3	96.3	95.2	-0.9

Average Composite ACT

1991	1992	1993	+/-
19.3	19.5	19.5	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	480	469	477	464	-16
% Free/Reduced Lunch:	27	27	26	26	-1
% Minority:	4	5	6	5	1
% Special Education:	8	8	8	10	2
% Limited English Proficient:	1	1	0	0	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	33	34	33	33	0
Average Salary ($):	21,559	23,220	24,940	27,091	5,532
Average Experience:	12	14	18	14	2
% Advanced Degree:	29	31	34	36	7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: CENTRAL HIGH
Address: Route 3, Box 249, Marlow 73055

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 11
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	71	55	67	4
5th	45	64	62	74	29
7th	56	72	50	72	16
9th	66	72	69	61	-5
11th	55	44	67	64	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	74	3
7th	64	72	8
9th	72	61	-11
11th	72	64	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	45	56	11
10th	48	27	-21

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.1	1.1	0.0	1.0	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.7	96.1	95.8	-0.1

Average Composite ACT

1991	1992	1993	+/-
19.2	19.4	19.6	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	319	313	321	335	16
% Free/Reduced Lunch:	31	32	31	29	-2
% Minority:	4	6	6	7	3
% Special Education:	10	10	11	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	22	23	22	23	1
Average Salary ($):	22,764	24,448	24,888	26,441	3,677
Average Experience:	10	9	9	10	1
% Advanced Degree:	30	27	23	26	-4
Class-size Penalty ($):	4,963	None	2,766	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: STEPHENS
District: BRAY-DOYLE
Address: P.O. Box 711, Bray 73012

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	24
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	59	64	61	-4
5th	58	61	65	56	-2
7th	62	71	71	62	0
9th	52	54	68	67	15
11th	48	48	53	46	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	59	56	-3
7th	61	62	1
9th	71	67	-4
11th	54	46	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	83	19
10th	59	69	10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	0.8	0.0	0.0	-1.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.9	95.9	95.8	95.0	-0.9

Average Composite ACT

1991	1992	1993	+/-
18.2	18.1	17.9	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	435	411	383	412	-23
% Free/Reduced Lunch:	40	42	55	51	11
% Minority:	2	2	1	1	-1
% Special Education:	11	12	16	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	32	31	29	29	-3
Average Salary ($):	22,028	24,336	25,934	27,598	5,570
Average Experience:	11	12	13	14	3
% Advanced Degree:	25	26	24	24	-1
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS
District: YARBROUGH
Address: Route 1, Box 31, Goodwell 73939

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	9
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	60	43	*	*
5th	44	69	54	56	12
7th	51	50	62	51	0
9th	*	64	50	49	*
11th	68	70	*	55	-13

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	56	-4
7th	69	51	-18
9th	50	49	-1
11th	64	55	-9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	51	39	-12
10th	62	40	-22

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	4.4	2.8	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.8	94.9	95.2	95.8	0.0

Average Composite ACT

1991	1992	1993	+/-
18.8	19.8	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	125	129	125	130	5
% Free/Reduced Lunch:	41	39	59	56	15
% Minority:	14	16	19	23	9
% Special Education:	17	16	14	5	-12
% Limited English Proficient:	9	10	13	13	4

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	16	16	15	-1
Average Salary ($):	20,737	22,149	22,123	24,391	3,654
Average Experience:	9	11	8	8	-1
% Advanced Degree:	26	26	6	3	-23
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS
District: GUYMON
Address: P.O. Box 1307, Guymon 73942

1992-93 District Characteristics

Number of Sites:	7	# of Support Staff:	76
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	66	66	72	5
5th	68	71	69	70	2
7th	63	64	69	69	6
9th	71	68	67	68	-3
11th	63	67	69	66	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	70	4
7th	71	69	-2
9th	64	68	4
11th	68	66	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	45	44	-1
10th	59	52	-7

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.8	4.9	4.6	3.2	-2.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.7	95.7	95.5	95.1	-0.6

Average Composite ACT

1991	1992	1993	+/-
21.8	21.4	20.8	-1.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,897	1,879	1,887	1,832	-65
% Free/Reduced Lunch:	31	31	35	36	5
% Minority:	20	20	18	19	-1
% Special Education:	9	9	8	8	-1
% Limited English Proficient:	0	2	2	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	120	122	124	125	5
Average Salary ($):	25,410	26,253	26,571	27,293	1,883
Average Experience:	13	16	16	14	1
% Advanced Degree:	22	20	19	20	-2
Class-size Penalty ($):	None	1,001	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS

District: HARDESTY

Address: P.O. Box 129, Hardesty 73944

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	10
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	56	54	39	-36
5th	68	*	63	60	-8
7th	61	*	70	*	*
9th	60	67	71	*	*
11th	28	56	61	*	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	60	4
7th	*	*	*
9th	*	*	*
11th	67	*	*

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	57	*	*
10th	32	60	28

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	3.7	3.7

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	97.0	96.6	94.9	-1.1

Average Composite ACT

1991	1992	1993	+/-
*	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	100	100	100	97	-3
% Free/Reduced Lunch:	48	48	37	38	-10
% Minority:	13	6	10	10	-3
% Special Education:	13	13	5	4	-9
% Limited English Proficient:	5	4	0	0	-5

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	11	11	11	11	0
Average Salary ($):	19,747	21,290	23,388	25,804	6,057
Average Experience:	8	8	8	8	1
% Advanced Degree:	14	14	22	29	15
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS

District: HOOKER

Address: P.O. Box 247, Hooker 73945

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	28
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	57	66	55	-10
5th	65	56	64	64	-1
7th	69	58	64	68	-1
9th	67	61	73	70	3
11th	66	74	67	64	-2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	64	7
7th	56	68	12
9th	58	70	12
11th	61	64	3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	42	66	24
10th	26	48	22

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
0.8	3.4	0.8	1.4	0.6

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.7	97.0	96.2	-0.2

Average Composite ACT

1991	1992	1993	+/-
20.9	22.7	20.0	-0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	431	496	488	501	70
% Free/Reduced Lunch:	18	16	26	25	7
% Minority:	3	5	8	8	5
% Special Education:	7	6	5	8	1
% Limited English Proficient:	3	0	0	4	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	31	34	36	6
Average Salary ($):	22,040	23,725	24,665	25,948	3,908
Average Experience:	11	16	16	13	3
% Advanced Degree:	24	23	22	18	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS
District: TYRONE
Address: P.O. Box 168, Tyrone 73951

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	37	62	34	-14
5th	46	55	61	51	5
7th	57	55	53	64	7
9th	71	35	62	62	-9
11th	63	68	65	34	-29

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	37	51	14
7th	55	64	9
9th	55	62	7
11th	35	34	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	67	1
10th	43	69	26

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
6.5	3.0	3.8	1.3	-5.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	96.7	96.7	96.3	-0.2

Average Composite ACT

1991	1992	1993	+/-
20.0	21.4	20.7	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	242	241	239	215	-27
% Free/Reduced Lunch:	29	29	39	44	15
% Minority:	5	7	5	7	2
% Special Education:	10	10	13	11	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	18	19	18	1
Average Salary ($):	22,198	23,163	24,637	26,606	4,408
Average Experience:	12	16	16	13	1
% Advanced Degree:	43	43	40	41	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS
District: GOODWELL
Address: P.O. Box 580, Goodwell 73939

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	68	73	79	65	-3
5th	77	72	78	76	-1
7th	80	78	74	63	-17
9th	63	76	83	72	9
11th	70	62	53	72	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	73	76	3
7th	72	63	-9
9th	78	72	-6
11th	76	72	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	68	15
10th	56	65	9

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.2	0.0	2.5	0.0	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
97.1	96.6	96.2	95.3	-1.8

Average Composite ACT

1991	1992	1993	+/-
20.0	21.7	17.5	-2.5

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	158	164	165	159	1
% Free/Reduced Lunch:	30	29	46	47	17
% Minority:	10	16	17	22	12
% Special Education:	7	7	6	5	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	15	14	13	-2
Average Salary ($):	20,904	22,043	23,641	24,767	3,863
Average Experience:	9	9	12	10	1
% Advanced Degree:	14	13	15	8	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TEXAS
District: TEXHOMA
Address: P.O. Box 648, Texhoma 73949

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 2
# of Counselors: 0
# of Support Staff: 13
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	35	74	71	77	42
5th	*	*	*	*	*
7th	*	*	*	*	*
9th	68	66	59	67	-1
11th	61	65	66	65	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	74	*	*
7th	*	*	*
9th	*	67	*
11th	66	65	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	*	*	*
10th	45	60	15

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.4	1.4	1.7	0.0	-1.4

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.9	94.6	96.2	-0.1

Average Composite ACT

1991	1992	1993	+/-
20.2	20.0	20.2	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	195	180	169	171	-24
% Free/Reduced Lunch:	60	65	63	62	2
% Minority:	13	19	18	18	5
% Special Education:	10	11	11	13	3
% Limited English Proficient:	13	19	7	18	5

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	17	16	16	18	1
Average Salary ($):	20,344	21,910	23,279	25,958	5,614
Average Experience:	8	7	9	8	0
% Advanced Degree:	6	13	22	17	11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TILLMAN
District: TIPTON
Address: P.O. Box 340, Tipton 73570

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	40	33	42	43	3
5th	45	51	54	64	19
7th	46	36	51	59	13
9th	53	48	58	60	7
11th	56	47	54	57	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	33	64	31
7th	51	59	8
9th	36	60	24
11th	48	57	9

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	70	59	-11
10th	64	62	-2

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.6	1.9	2.2	0.0	-3.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.3	95.7	95.3	0.2

Average Composite ACT

1991	1992	1993	+/-
19.0	19.0	17.7	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	353	354	356	364	11
% Free/Reduced Lunch:	68	68	62	54	-14
% Minority:	34	34	35	33	-1
% Special Education:	9	9	10	11	2
% Limited English Proficient:	0	1	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	26	27	29	4
Average Salary ($):	23,055	22,821	23,835	25,230	2,175
Average Experience:	11	10	9	8	-3
% Advanced Degree:	41	35	30	28	-13
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TILLMAN
District: DAVIDSON
Address: P.O. Box 338, Davidson 73530

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	11
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	54	53	39	-17
5th	82	52	62	67	-15
7th	45	67	76	45	0
9th	56	48	50	64	8
11th	37	*	38	42	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	54	67	13
7th	52	45	-7
9th	67	64	-3
11th	48	42	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	50	71	21
10th	*	59	*

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.2	0.0	0.0	4.4	1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	95.7	95.4	94.7	-0.6

Average Composite ACT

1991	1992	1993	+/-
*	*	16.6	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	176	168	150	150	-26
% Free/Reduced Lunch:	79	83	81	81	2
% Minority:	30	38	28	29	-1
% Special Education:	12	13	16	11	-1
% Limited English Proficient:	30	36	25	28	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	18	18	19	19	1
Average Salary ($):	22,446	23,790	23,841	26,005	3,559
Average Experience:	10	11	11	11	1
% Advanced Degree:	20	36	24	24	4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TILLMAN
District: FREDERICK
Address: P.O. Box 370, Frederick 73542

1992-93 District Characteristics

Number of Sites: 4
# of Administrators: 6
# of Counselors: 4

# of Support Staff: 41
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	32	47	51	49	17
5th	34	47	58	49	15
7th	40	49	50	39	-1
9th	47	57	51	60	13
11th	55	48	50	59	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	47	49	2
7th	47	39	-8
9th	49	60	11
11th	57	59	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	61	57	-4
10th	52	53	1

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.7	0.6	3.6	4.3	3.6

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	95.2	94.4	94.1	-0.4

Average Composite ACT

1991	1992	1993	+/-
20.3	18.2	19.0	-1.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,185	1,161	1,191	1,179	-6
% Free/Reduced Lunch:	49	50	58	57	8
% Minority:	46	47	47	47	1
% Special Education:	11	11	11	11	0
% Limited English Proficient:	0	0	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	78	81	83	85	7
Average Salary ($):	22,391	22,862	24,324	26,956	4,565
Average Experience:	14	16	15	15	1
% Advanced Degree:	37	34	31	31	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TILLMAN
District: GRANDFIELD
Address: P.O. Box 639, Grandfield 73546

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 17
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	46	54	65	0
5th	62	56	56	59	-3
7th	58	60	73	60	2
9th	48	54	45	64	16
11th	38	53	43	55	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	46	59	13
7th	56	60	4
9th	60	64	4
11th	54	55	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	65	74	9
10th	48	56	8

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.2	1.1	0.0	1.0	-1.2

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	96.1	96.1	95.4	0.2

Average Composite ACT

1991	1992	1993	+/-
17.1	18.5	17.7	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	284	291	309	321	37
% Free/Reduced Lunch:	57	56	60	58	1
% Minority:	33	36	36	43	10
% Special Education:	11	11	11	12	1
% Limited English Proficient:	7	3	10	19	12

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	24	25	27	2
Average Salary ($):	23,889	25,640	26,224	26,917	3,028
Average Experience:	11	13	12	11	0
% Advanced Degree:	27	36	39	37	10
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: TULSA
Address: P.O. Box 470208, Tulsa 74147

1992-93 District Characteristics

Number of Sites:	80	# of Support Staff:	2,056
# of Administrators:	122	# of School Board Positions:	7
# of Counselors:	117	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	49	53	56	57	8
5th	52	56	59	61	9
7th	51	53	53	55	4
9th	52	56	57	56	4
11th	54	56	59	60	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	61	8
7th	56	55	-1
9th	53	56	3
11th	56	60	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	61	-6
10th	51	45	-6

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
6.7	8.1	6.3	5.0	-1.7

Student Attendance Rate

1990	1991	1992	1993	+/-
91.8	91.7	91.9	91.5	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.3	20.1	20.3	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	41,045	41,831	41,454	41,176	131
% Free/Reduced Lunch:	40	39	50	50	10
% Minority:	37	38	40	42	5
% Special Education:	14	13	14	15	1
% Limited English Proficient:	0	1	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	2,096	2,289	2,390	2,485	389
Average Salary ($):	27,754	28,229	29,314	29,929	2,175
Average Experience:	15	14	14	13	-2
% Advanced Degree:	55	51	49	48	-7
Class-size Penalty ($):	None	119,818	47,451	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: SAND SPRINGS
Address: P.O. Box 970, Sand Springs 74063

1992-93 District Characteristics

Number of Sites:	11	# of Support Staff:	244
# of Administrators:	20	# of School Board Positions:	5
# of Counselors:	10	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	59	64	70	69	10
5th	66	66	69	68	2
7th	62	58	66	63	1
9th	66	64	63	61	-5
11th	53	57	63	61	8

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	68	4
7th	66	63	-3
9th	58	61	3
11th	64	61	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	47	-17
10th	56	57	1

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.8	3.8	3.6	2.9	0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	94.7	94.5	94.0	-0.6

Average Composite ACT

1991	1992	1993	+/-
20.5	20.3	20.9	0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	5,289	5,330	5,383	5,406	117
% Free/Reduced Lunch:	21	21	24	24	3
% Minority:	15	15	16	15	0
% Special Education:	12	15	14	14	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	362	345	350	349	-13
Average Salary ($):	25,769	27,456	28,415	29,305	3,536
Average Experience:	12	13	13	13	1
% Advanced Degree:	38	37	35	38	0
Class-size Penalty ($):	Exempt	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: BROKEN ARROW
Address: 601 S. Main, Broken Arrow 74012

1992-93 District Characteristics

Number of Sites:	20	# of Support Staff:	693
# of Administrators:	42	# of School Board Positions:	5
# of Counselors:	33	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	64	63	64	-3
5th	69	70	71	70	1
7th	66	66	64	64	-2
9th	68	73	69	70	2
11th	61	64	64	67	6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	70	6
7th	70	64	-6
9th	66	70	4
11th	73	67	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	64	64	0
10th	61	60	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	4.1	4.4	4.0	0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	95.2	95.2	94.6	-0.2

Average Composite ACT

1991	1992	1993	+/-
21.6	21.8	21.3	-0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	13,709	13,789	14,213	14,477	768
% Free/Reduced Lunch:	16	15	15	15	-1
% Minority:	6	6	6	7	1
% Special Education:	10	10	10	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	732	785	803	827	95
Average Salary ($):	24,382	25,290	25,225	26,707	2,325
Average Experience:	10	11	11	11	1
% Advanced Degree:	35	34	34	32	-3
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: BIXBY
Address: P.O. Box 160, Bixby, 74008

1992-93 District Characteristics

Number of Sites:	5	# of Support Staff:	116
# of Administrators:	10	# of School Board Positions:	5
# of Counselors:	6	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	68	65	67	7
5th	67	65	66	69	2
7th	63	61	67	63	0
9th	63	63	63	65	2
11th	61	56	58	64	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	68	69	1
7th	65	63	-2
9th	61	65	4
11th	63	64	1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	69	0
10th	64	57	-7

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.6	0.6	1.4	0.6	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.5	95.4	94.9	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.3	20.7	20.5	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,334	2,467	2,627	2,721	387
% Free/Reduced Lunch:	18	17	20	19	1
% Minority:	11	12	13	12	1
% Special Education:	11	11	10	10	-1
% Limited English Proficient:	1	1	1	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	122	133	143	148	26
Average Salary ($):	25,407	26,181	26,808	27,329	1,922
Average Experience:	12	12	12	11	0
% Advanced Degree:	34	28	26	27	-7
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: JENKS
Address: 205 East B St., Jenks 74037

1992-93 District Characteristics

Number of Sites: 7
# of Administrators: 24
# of Counselors: 18

# of Support Staff: 368
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	74	74	74	74	0
5th	79	77	77	78	-1
7th	73	72	76	73	0
9th	72	74	74	75	3
11th	69	71	67	71	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	74	78	4
7th	77	73	-4
9th	72	75	3
11th	74	71	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	71	73	2
10th	67	64	-3

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.3	3.3	1.3	0.8	-0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
95.5	95.7	95.8	95.6	0.1

Average Composite ACT

1991	1992	1993	+/-
22.3	22.2	21.9	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	7,328	7,515	7,827	8,129	801
% Free/Reduced Lunch:	8	8	10	9	1
% Minority:	10	12	12	12	2
% Special Education:	10	9	11	10	0
% Limited English Proficient:	0	1	1	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	378	401	438	451	73
Average Salary ($):	25,547	26,854	25,811	27,435	1,888
Average Experience:	11	11	11	11	0
% Advanced Degree:	41	39	37	40	-1
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: COLLINSVILLE
Address: 2400 W. Broadway, Collinsville 74021

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	72
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	50	56	64	13
5th	63	61	63	59	-4
7th	55	56	58	62	7
9th	57	62	58	63	6
11th	56	55	54	61	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	50	59	9
7th	61	62	1
9th	56	63	7
11th	62	61	-1

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	49	36	-13
10th	62	35	-27

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.0	2.4	3.4	3.8	-0.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.3	95.2	95.1	94.6	0.3

Average Composite ACT

1991	1992	1993	+/-
20.2	19.1	20.5	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,522	1,541	1,520	1,513	-9
% Free/Reduced Lunch:	22	22	25	25	3
% Minority:	28	24	24	27	-1
% Special Education:	10	10	11	10	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	95	98	96	96	1
Average Salary ($):	24,550	25,835	27,143	27,982	3,432
Average Experience:	13	13	13	14	1
% Advanced Degree:	25	22	22	31	6
Class-size Penalty ($):	None	1,646	12,468	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: SKIATOOK
Address: 710 S. Osage, Skiatook 74070

1992-93 District Characteristics

Number of Sites:	4	# of Support Staff:	86
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	60	60	52	58	-2
5th	61	55	58	62	1
7th	67	64	65	55	-12
9th	65	62	61	57	-8
11th	59	58	60	64	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	60	62	2
7th	55	55	0
9th	64	57	-7
11th	62	64	2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	67	52	-15
10th	57	44	-13

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.5	1.1	0.8	1.0	-0.5

Student Attendance Rate

1990	1991	1992	1993	+/-
96.9	97.4	97.3	96.7	-0.2

Average Composite ACT

1991	1992	1993	+/-
19.7	19.1	20.3	0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,640	1,697	1,808	1,832	192
% Free/Reduced Lunch:	32	31	33	33	1
% Minority:	37	29	28	25	-12
% Special Education:	11	10	10	9	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	96	100	103	109	13
Average Salary ($):	24,095	25,708	26,166	27,273	3,178
Average Experience:	12	12	11	11	-1
% Advanced Degree:	25	29	26	26	1
Class-size Penalty ($):	Exempt	Exempt	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: SPERRY
Address: P.O. Box 610, Sperry 74073

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 5
# of Counselors: 2
# of Support Staff: 38
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	39	55	57	56	17
5th	53	55	52	62	9
7th	51	58	66	62	11
9th	53	63	60	65	12
11th	54	52	56	59	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	62	7
7th	55	62	7
9th	58	65	7
11th	63	59	-4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	69	66	-3
10th	56	69	13

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.5	1.8	1.1	0.3	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	95.0	95.6	94.8	-1.2

Average Composite ACT

1991	1992	1993	+/-
19.8	18.0	19.1	-0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	932	974	1,018	1,054	122
% Free/Reduced Lunch:	32	30	33	32	0
% Minority:	19	35	32	34	15
% Special Education:	11	10	12	14	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	50	53	60	61	11
Average Salary ($):	23,423	24,261	25,952	28,002	4,579
Average Experience:	8	9	8	8	0
% Advanced Degree:	20	19	16	24	4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA

District: UNION

Address: 5656 S. 129th East Ave., Tulsa 74134

1992-93 District Characteristics

Number of Sites:	12	# of Support Staff:	360
# of Administrators:	19	# of School Board Positions:	5
# of Counselors:	20	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	69	69	72	73	4
5th	72	72	73	74	2
7th	67	72	73	71	4
9th	70	73	72	73	3
11th	66	66	64	68	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	69	74	5
7th	72	71	-1
9th	72	73	1
11th	73	68	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	68	69	1
10th	50	53	3

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.3	3.5	3.4	3.0	-0.3

Student Attendance Rate

1990	1991	1992	1993	+/-
94.5	94.9	95.2	94.7	0.2

Average Composite ACT

1991	1992	1993	+/-
22.0	21.6	21.6	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	9,180	9,638	10,094	10,428	1,248
% Free/Reduced Lunch:	10	9	12	12	2
% Minority:	13	13	14	15	2
% Special Education:	9	8	8	8	-1
% Limited English Proficient:	1	2	1	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	481	508	540	558	77
Average Salary ($):	26,648	27,742	28,306	29,887	3,239
Average Experience:	10	11	11	11	1
% Advanced Degree:	42	41	40	40	-2
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: BERRYHILL
Address: 3128 S. 63rd West Ave., Tulsa 74107

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 2
# of Counselors: 1
# of Support Staff: 32
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	48	71	60	55	7
5th	46	65	60	63	17
7th	60	60	58	68	8
9th	57	61	54	63	6
11th	33	53	53	53	20

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	71	63	-8
7th	65	68	3
9th	60	63	3
11th	61	53	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	59	4
10th	47	70	23

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.5	1.2	0.7	2.2	0.7

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.0	94.5	94.8	-0.2

Average Composite ACT

1991	1992	1993	+/-
18.3	20.2	18.5	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	716	775	843	865	149
% Free/Reduced Lunch:	18	17	17	17	-1
% Minority:	22	19	11	16	-6
% Special Education:	12	11	10	10	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	42	45	49	50	8
Average Salary ($):	22,707	23,690	25,150	27,133	4,426
Average Experience:	8	7	8	7	-1
% Advanced Degree:	17	18	9	9	-8
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: OWASSO
Address: 1501 N. Ash, Owasso 74055

1992-93 District Characteristics

Number of Sites: 8
# of Administrators: 15
# of Counselors: 12
# of Support Staff: 203
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	66	65	66	69	3
5th	68	69	72	73	5
7th	65	64	64	65	0
9th	67	71	68	64	-3
11th	59	57	59	61	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	65	73	8
7th	69	65	-4
9th	64	64	0
11th	71	61	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	49	-3
10th	54	61	7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.9	1.0	0.8	0.6	-0.3

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	95.3	95.2	94.5	-0.5

Average Composite ACT

1991	1992	1993	+/-
21.0	21.0	21.2	0.2

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	4,576	4,770	4,900	5,147	571
% Free/Reduced Lunch:	11	10	14	13	2
% Minority:	9	9	9	10	1
% Special Education:	8	7	8	8	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	254	264	282	299	45
Average Salary ($):	24,321	25,360	26,479	27,414	3,093
Average Experience:	10	10	11	11	1
% Advanced Degree:	26	26	28	27	1
Class-size Penalty ($):	Exempt	Exempt	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: GLENPOOL
Address: P.O. Box 1149, Glenpool 74033

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	68
# of Administrators:	9	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	54	58	61	57	3
5th	57	60	59	57	0
7th	54	57	63	64	10
9th	51	55	62	66	15
11th	50	48	49	53	3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	57	-1
7th	60	64	4
9th	57	66	9
11th	55	53	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	38	71	33
10th	42	46	4

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.4	6.2	1.0	3.5	1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.1	95.0	94.5	-0.6

Average Composite ACT

1991	1992	1993	+/-
19.2	19.0	19.1	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,686	1,741	1,806	1,908	222
% Free/Reduced Lunch:	24	23	24	23	-1
% Minority:	26	22	22	25	-1
% Special Education:	11	10	12	12	1
% Limited English Proficient:	1	1	1	1	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	95	101	104	110	15
Average Salary ($):	22,969	25,005	26,596	27,839	4,870
Average Experience:	7	9	9	8	1
% Advanced Degree:	29	30	28	28	-1
Class-size Penalty ($):	Exempt	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: TULSA
District: LIBERTY
Address: Route 1, Box 354, Mounds 74047

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	26
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	56	37	58	57	1
5th	74	58	61	67	-7
7th	64	54	71	67	3
9th	61	74	77	56	-5
11th	49	59	52	74	25

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	37	67	30
7th	58	67	9
9th	54	56	2
11th	74	74	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	50	-29
10th	64	66	2

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.8	0.7	2.3	0.0	-3.8

Student Attendance Rate

1990	1991	1992	1993	+/-
96.3	95.4	94.2	94.4	-1.9

Average Composite ACT

1991	1992	1993	+/-
19.7	19.8	20.5	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	504	464	490	496	-8
% Free/Reduced Lunch:	37	40	37	36	-1
% Minority:	29	30	22	28	-1
% Special Education:	12	13	13	12	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	30	33	34	35	5
Average Salary ($):	23,567	22,309	24,223	26,404	2,837
Average Experience:	10	9	11	11	1
% Advanced Degree:	28	31	33	27	-1
Class-size Penalty ($):	Exempt	Exempt	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WAGONER
District: OKAY
Address: P.O. Box 830, Okay 74446

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	20
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	64	78	77	73	9
5th	50	52	71	71	21
7th	38	50	60	51	13
9th	38	36	48	55	17
11th	30	19	52	40	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	78	71	-7
7th	52	51	-1
9th	50	55	5
11th	36	40	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	54	-12
10th	49	49	0

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
8.8	8.1	4.8	3.9	-4.9

Student Attendance Rate

1990	1991	1992	1993	+/-
93.6	93.3	94.4	94.4	0.8

Average Composite ACT

1991	1992	1993	+/-
18.5	16.5	17.9	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	443	407	412	427	-16
% Free/Reduced Lunch:	46	50	51	49	3
% Minority:	21	39	33	37	16
% Special Education:	14	15	16	20	6
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	27	27	29	29	2
Average Salary ($):	24,862	26,316	27,117	28,004	3,142
Average Experience:	12	12	12	12	0
% Advanced Degree:	59	57	55	58	-1
Class-size Penalty ($):	Exempt	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WAGONER
District: COWETA
Address: P.O. Box 550, Coweta 74429

1992-93 District Characteristics

Number of Sites: 5
# of Administrators: 10
# of Counselors: 5
# of Support Staff: 114
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	57	60	60	5
5th	56	55	59	61	5
7th	57	51	57	58	1
9th	53	58	60	53	0
11th	52	50	56	53	1

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	61	4
7th	55	58	3
9th	51	53	2
11th	58	53	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	42	43	1
10th	59	55	-4

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.8	5.5	5.6	5.7	0.9

Student Attendance Rate

1990	1991	1992	1993	+/-
94.0	93.9	93.6	94.0	0.0

Average Composite ACT

1991	1992	1993	+/-
19.2	18.9	20.1	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,348	2,323	2,343	2,349	1
% Free/Reduced Lunch:	27	28	29	29	2
% Minority:	35	32	34	33	-2
% Special Education:	13	13	14	16	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	137	143	144	146	9
Average Salary ($):	24,406	25,996	27,403	28,567	4,161
Average Experience:	11	13	12	11	0
% Advanced Degree:	34	33	30	32	-2
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WAGONER
District: WAGONER
Address: P.O. Box 707, Wagoner 74467

1992-93 District Characteristics

Number of Sites:	6	# of Support Staff:	84
# of Administrators:	10	# of School Board Positions:	5
# of Counselors:	4	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	48	54	53	11
5th	54	62	63	56	2
7th	48	51	54	64	16
9th	60	60	59	56	-4
11th	43	51	58	55	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	48	56	8
7th	62	64	2
9th	51	56	5
11th	60	55	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	62	62	0
10th	61	33	-28

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
2.7	5.1	4.7	5.8	3.1

Student Attendance Rate

1990	1991	1992	1993	+/-
93.2	93.3	93.5	92.5	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.1	19.4	20.0	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,134	2,226	2,211	2,209	75
% Free/Reduced Lunch:	42	40	49	49	7
% Minority:	42	41	39	35	-7
% Special Education:	13	12	13	13	0
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	131	142	147	146	15
Average Salary ($):	25,044	27,065	27,799	29,149	4,105
Average Experience:	13	14	15	14	1
% Advanced Degree:	43	42	45	43	0
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WAGONER
District: PORTER CONSOLIDATED
Address: P.O. Box 120, Porter, 74454

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	27
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	*	53	61	71	*
5th	*	37	44	55	*
7th	*	38	54	33	*
9th	*	49	61	38	*
11th	*	37	59	39	*

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	53	55	2
7th	37	33	-4
9th	38	38	0
11th	49	39	-10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	55	1
10th	45	35	-10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.5	0.6	3.5	5.0	4.5

Student Attendance Rate

1990	1991	1992	1993	+/-
93.7	94.4	94.0	93.0	-0.7

Average Composite ACT

1991	1992	1993	+/-
18.4	16.9	18.3	-0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	585	527	504	530	-55
% Free/Reduced Lunch:	44	49	45	43	-1
% Minority:	45	41	43	40	-5
% Special Education:	17	14	20	21	4
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	47	42	42	38	-9
Average Salary ($):	21,795	23,759	24,007	27,946	6,151
Average Experience:	9	10	10	11	2
% Advanced Degree:	31	34	33	35	4
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHINGTON
District: COPAN
Address: P.O. Box 429, Copan 74022

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	28
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	51	43	56	58	7
5th	58	60	56	60	2
7th	49	64	59	57	8
9th	60	66	62	51	-9
11th	49	60	67	70	21

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	13	60	17
7th	60	57	-3
9th	64	51	-13
11th	66	70	4

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	54	53	-1
10th	51	41	-10

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	0.9	0.9	0.9	-2.2

Student Attendance Rate

1990	1991	1992	1993	+/-
94.8	96.0	96.4	96.3	1.5

Average Composite ACT

1991	1992	1993	+/-
18.9	18.7	19.0	0.1

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	453	428	425	398	-55
% Free/Reduced Lunch:	17	18	17	18	1
% Minority:	10	8	18	19	9
% Special Education:	11	11	10	8	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	28	30	30	29	1
Average Salary ($):	22,967	24,359	25,434	27,057	4,090
Average Experience:	9	10	11	11	3
% Advanced Degree:	24	21	24	23	-1
Class-size Penalty ($):	None	6,090	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHINGTON
District: DEWEY
Address: #1 Bulldigger Rd., Dewey 74029

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	41
# of Administrators:	6	# of School Board Positions:	5
# of Counselors:	2	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	42	57	48	49	7
5th	51	68	60	66	15
7th	61	63	60	62	1
9th	64	59	61	59	-5
11th	49	61	61	54	5

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	57	66	9
7th	68	62	-6
9th	63	59	-4
11th	59	54	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	43	-10
10th	49	41	-8

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.1	4.2	4.9	3.0	-0.1

Student Attendance Rate

1990	1991	1992	1993	+/-
95.6	94.8	94.8	94.3	-1.3

Average Composite ACT

1991	1992	1993	+/-
19.7	20.1	20.6	0.9

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,066	1,105	1,139	1,149	83
% Free/Reduced Lunch:	25	24	22	22	-3
% Minority:	22	17	18	19	-3
% Special Education:	11	10	9	9	-2
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	64	64	65	66	2
Average Salary ($):	24,154	25,392	26,523	28,128	3,974
Average Experience:	12	12	14	13	1
% Advanced Degree:	30	27	28	29	-1
Class-size Penalty ($):	None	None	Exempt	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHINGTON
District: CANEY VALLEY
Address: P.O. Box B, Ramona 74061

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 4
# of Counselors: 1
# of Support Staff: 33
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	52	42	56	61	9
5th	54	57	61	56	2
7th	58	54	54	56	-2
9th	66	64	64	55	-11
11th	59	64	62	61	2

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	42	56	14
7th	57	56	-1
9th	54	55	1
11th	64	61	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	52	30	-22
10th	72	47	-25

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.6	1.0	1.0	1.0	-1.6

Student Attendance Rate

1990	1991	1992	1993	+/-
95.3	95.3	95.2	95.3	0.0

Average Composite ACT

1991	1992	1993	+/-
20.1	19.8	20.9	0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	776	775	776	750	-26
% Free/Reduced Lunch:	33	33	38	40	7
% Minority:	16	15	16	24	8
% Special Education:	15	15	14	14	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	55	54	47	49	-6
Average Salary ($):	21,174	23,585	25,001	26,640	5,466
Average Experience:	9	11	11	10	1
% Advanced Degree:	14	13	7	8	-6
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHINGTON
District: BARTLESVILLE
Address: P.O. Box 1357, Bartlesville 74005

1992-93 District Characteristics

Number of Sites:	12	# of Support Staff:	358
# of Administrators:	19	# of School Board Positions:	7
# of Counselors:	17	Length of Board Member Term:	4 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	65	64	63	65	0
5th	67	66	69	73	6
7th	68	68	68	70	2
9th	70	74	71	72	2
11th	62	65	66	74	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	73	9
7th	66	70	4
9th	68	72	4
11th	74	74	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	66	49	-17
10th	59	58	-1

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
3.6	4.9	5.6	2.8	-0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	95.0	95.3	94.6	-0.6

Average Composite ACT

1991	1992	1993	+/-
22.1	21.5	22.1	0.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	6,394	6,505	6,627	6,433	39
% Free/Reduced Lunch:	21	21	25	26	5
% Minority:	14	14	14	17	3
% Special Education:	11	11	11	10	-1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	374	383	396	401	27
Average Salary ($):	24,474	25,722	26,943	28,896	4,422
Average Experience:	12	12	13	12	0
% Advanced Degree:	30	29	30	32	2
Class-size Penalty ($):	None	8,676	886	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHITA
District: SENTINEL
Address: P.O. Box 640, Sentinel 73664

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 20
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	75	74	82	77	2
5th	68	66	71	73	5
7th	60	66	79	68	8
9th	63	69	67	71	8
11th	44	46	59	69	25

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	74	73	-1
7th	66	68	2
9th	66	71	5
11th	69	69	0

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	84	74	-10
10th	76	69	-7

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.1	0.0	0.0	0.0	-1.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.6	97.0	96.6	96.1	-0.5

Average Composite ACT

1991	1992	1993	+/-
16.9	19.2	18.6	1.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	368	370	365	373	5
% Free/Reduced Lunch:	56	56	56	54	-2
% Minority:	8	6	9	10	2
% Special Education:	16	16	16	16	0
% Limited English Proficient:	3	3	3	1	-2

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	29	30	31	6
Average Salary ($):	22,165	23,348	24,848	26,474	4,309
Average Experience:	11	11	14	11	0
% Advanced Degree:	38	36	34	44	6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHITA
District: DILL CITY
Address: Route 1, Box 4, Dill City 73641

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	8
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	72	64	62	49	-23
5th	53	56	78	*	*
7th	63	48	57	60	-3
9th	43	24	72	61	18
11th	40	36	28	34	-6

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	*	*
7th	56	60	4
9th	48	61	13
11th	24	34	10

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	59	70	11
10th	*	*	*

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
4.6	4.9	0.0	2.8	-1.8

Student Attendance Rate

1990	1991	1992	1993	+/-
94.6	95.4	95.6	92.5	-2.1

Average Composite ACT

1991	1992	1993	+/-
*	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	165	158	154	151	-14
% Free/Reduced Lunch:	69	72	67	69	0
% Minority:	7	6	3	1	-6
% Special Education:	12	13	14	15	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	15	16	16	16	1
Average Salary ($):	21,032	21,923	22,850	24,121	3,089
Average Experience:	10	11	7	5	-5
% Advanced Degree:	40	39	25	15	-25
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHITA
District: BURNS FLAT
Address: P.O. Box 129, Burns Flat 73624

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	23
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	58	68	65	2
5th	77	67	68	66	-11
7th	64	45	74	73	9
9th	62	67	71	58	-4
11th	66	55	52	56	-10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	58	66	8
7th	67	73	6
9th	45	58	13
11th	67	56	-11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	79	88	9
10th	70	81	11

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	1.0	0.0	0.8	0.8

Student Attendance Rate

1990	1991	1992	1993	+/-
96.0	96.3	96.0	95.3	-0.7

Average Composite ACT

1991	1992	1993	+/-
19.7	19.0	18.9	-0.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	344	386	415	491	147
% Free/Reduced Lunch:	42	38	44	37	-5
% Minority:	14	13	14	17	3
% Special Education:	13	11	12	14	1
% Limited English Proficient:	0	0	0	1	1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	25	28	29	29	4
Average Salary ($):	24,535	25,701	26,220	26,669	2,134
Average Experience:	15	19	13	13	-1
% Advanced Degree:	55	40	40	39	-16
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHITA
District: WASHITA HEIGHTS
Address: P.O. Box 8, Corn 73024

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	12
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	58	79	56	80	22
5th	67	68	69	79	12
7th	59	76	63	71	12
9th	78	87	68	78	0
11th	64	46	75	81	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	79	79	0
7th	68	71	3
9th	76	78	2
11th	87	81	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	80	44	-36
10th	*	55	*

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.5	96.9	96.7	96.2	-0.3

Average Composite ACT

1991	1992	1993	+/-
19.2	17.0	21.5	2.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	203	199	203	196	-7
% Free/Reduced Lunch:	25	26	35	36	11
% Minority:	19	15	15	13	-6
% Special Education:	10	10	8	8	-2
% Limited English Proficient:	0	0	0	3	3

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	19	19	16	14	-5
Average Salary ($):	20,347	22,057	23,336	25,036	4,689
Average Experience:	10	12	15	9	-1
% Advanced Degree:	45	44	35	39	-6
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHITA
District: CANUTE
Address: P.O. Box 490, Canute 73626

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	1	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	66	74	68	1
5th	60	59	46	62	2
7th	64	59	61	66	2
9th	54	60	68	43	-11
11th	48	49	40	58	10

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	62	-4
7th	59	66	7
9th	59	43	-16
11th	60	58	-2

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	41	65	24
10th	61	50	-11

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
1.0	1.0	0.0	0.0	-1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.1	96.4	96.3	96.0	-0.1

Average Composite ACT

1991	1992	1993	+/-
17.4	19.6	17.0	-0.4

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	303	299	291	235	-68
% Free/Reduced Lunch:	57	58	58	71	14
% Minority:	7	6	7	3	-4
% Special Education:	8	8	6	7	-1
% Limited English Proficient:	0	1	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	24	24	21	0
Average Salary ($):	21,268	24,567	24,538	27,574	6,306
Average Experience:	9	17	16	13	4
% Advanced Degree:	37	37	36	46	9
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 199(through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WASHITA
District: CORDELL
Address: P.O. Box 290, Cordell 73632

1992-93 District Characteristics

Number of Sites: 3
# of Administrators: 3
# of Counselors: 3
# of Support Staff: 30
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	56	67	78	15
5th	61	57	68	73	12
7th	49	56	65	60	11
9th	60	62	55	55	-5
11th	58	57	66	55	-3

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	56	73	17
7th	57	60	3
9th	56	55	-1
11th	62	55	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	72	47	-25
10th	67	55	-12

* Indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
2.2	3.1	2.4	4.1	1.9

Student Attendance Rate

1990	1991	1992	1993	+/-
95.1	95.6	95.9	95.1	0.0

Average Composite ACT

1991	1992	1993	+/-
19.0	18.7	21.0	2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	687	660	676	679	-8
% Free/Reduced Lunch:	39	41	48	48	9
% Minority:	8	9	9	7	-1
% Special Education:	7	8	7	8	1
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	45	46	46	47	2
Average Salary ($):	22,094	23,521	24,612	26,319	4,225
Average Experience:	12	13	17	13	1
% Advanced Degree:	60	54	53	49	-11
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WOODS
District: ALVA
Address: 501 14th St., Alva 73717

1992-93 District Characteristics

Number of Sites:	7	# of Support Staff:	57
# of Administrators:	7	# of School Board Positions:	5
# of Counselors:	5	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	77	72	73	78	1
5th	74	70	68	74	0
7th	74	64	73	74	0
9th	62	76	72	73	11
11th	56	72	62	73	17

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	72	74	2
7th	70	74	4
9th	64	73	9
11th	76	73	-3

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	55	65	10
10th	53	46	-7

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.3	1.8	1.1	2.1	1.8

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.5	96.2	95.9	-0.5

Average Composite ACT

1991	1992	1993	+/-
19.7	21.1	20.4	0.7

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	1,005	1,009	1,019	1,150	145
% Free/Reduced Lunch:	30	30	32	33	3
% Minority:	2	3	2	2	0
% Special Education:	15	15	14	13	-2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	85	84	79	100	15
Average Salary ($):	24,680	25,179	25,963	27,211	2,531
Average Experience:	14	18	18	15	1
% Advanced Degree:	70	70	69	63	-7
Class-size Penalty ($):	None	None	None	NA	

The Oklahoma Education Reform Act provides that educational indicators be portrayed on a historic basis. Accordingly, a summary report has been prepared for each district, showing test results and significant student and teacher information for the period of 1990 through 1993. Writing Achievement Results are for 1992 and 1993 only, as Oklahoma did not adopt the current Stanford Writing test until 1992. The Cohort Gains Results show test results achieved in 1991 compared to the results achieved by the same group (cohort of students) two years later (1993). The results provide a brief summary of the progress realized in your district since the inception of the Education Reform Act, with 1990 as the base year. When used in conjunction with other available data related to education, these results should be valuable in assessing improvement in education for the children of Oklahoma.

Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WOODS
District: WAYNOKA
Address: Route 1, Waynoka 73860

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0

# of Support Staff: 17
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	63	64	59	63	0
5th	49	41	63	64	15
7th	56	59	59	53	-3
9th	62	69	72	65	3
11th	53	52	59	62	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	64	64	0
7th	41	53	12
9th	59	65	6
11th	69	62	-7

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	53	66	13
10th	32	73	41

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
5.1	4.2	1.5	0.0	-5.1

Student Attendance Rate

1990	1991	1992	1993	+/-
96.2	96.5	96.4	95.9	-0.3

Average Composite ACT

1991	1992	1993	+/-
19.8	19.4	19.2	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	277	258	267	273	-4
% Free/Reduced Lunch:	39	41	39	38	-1
% Minority:	4	5	5	5	1
% Special Education:	15	16	14	12	-3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	26	26	26	26	0
Average Salary ($):	22,775	24,148	25,979	28,039	5,264
Average Experience:	12	13	13	14	2
% Advanced Degree:	50	50	46	47	-3
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WOODS
District: FREEDOM
Address: P.O. Box 5, Freedom 73842

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 12
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	78	67	60	72	-6
5th	67	49	*	51	-16
7th	*	48	68	50	*
9th	38	74	63	48	10
11th	67	*	55	58	-9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	67	51	-16
7th	49	50	1
9th	48	48	0
11th	74	58	-16

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	78	59	-19
10th	39	48	9

*** indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
3.8	0.0	0.0	0.0	-3.8

Student Attendance Rate

1990	1991	1992	1993	+/-
95.0	96.2	95.7	94.7	-0.3

Average Composite ACT

1991	1992	1993	+/-
20.5	*	*	*

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	107	111	123	138	31
% Free/Reduced Lunch:	37	36	56	49	12
% Minority:	13	8	7	11	-2
% Special Education:	16	15	8	7	-9
% Limited English Proficient:	12	8	7	11	-1

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	15	15	17	1
Average Salary ($):	21,077	21,464	22,197	23,617	2,540
Average Experience:	11	10	7	5	-6
% Advanced Degree:	46	43	26	24	-22
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WOODWARD
District: WOODWARD
Address: P.O. Box 668, Woodward 73802

1992-93 District Characteristics

Number of Sites:	10	# of Support Staff:	117
# of Administrators:	11	# of School Board Positions:	5
# of Counselors:	9	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	57	55	56	57	0
5th	59	59	62	60	1
7th	64	63	61	56	-8
9th	63	65	69	65	2
11th	64	66	56	60	-4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	55	60	5
7th	59	56	-3
9th	63	65	2
11th	65	60	-5

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	46	-12
10th	51	57	6

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
1.2	2.2	2.3	2.2	1.0

Student Attendance Rate

1990	1991	1992	1993	+/-
94.9	96.0	95.5	94.3	-0.6

Average Composite ACT

1991	1992	1993	+/-
21.2	20.7	19.2	-2.0

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	2,972	2,933	3,030	3,062	90
% Free/Reduced Lunch:	29	29	29	28	-1
% Minority:	7	6	7	7	0
% Special Education:	9	9	10	10	1
% Limited English Proficient:	0	1	1	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	185	186	192	199	14
Average Salary ($):	23,374	24,859	25,865	27,773	4,399
Average Experience:	12	13	13	12	0
% Advanced Degree:	28	28	30	30	2
Class-size Penalty ($):	None	396	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WOODWARD
District: MOORELAND
Address: P.O. Box 75, Mooreland 73852

1992-93 District Characteristics

Number of Sites:	3	# of Support Staff:	24
# of Administrators:	3	# of School Board Positions:	5
# of Counselors:	1	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	55	66	62	70	15
5th	67	66	71	84	17
7th	64	62	52	56	-8
9th	61	72	70	67	6
11th	52	58	41	64	12

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	66	84	18
7th	66	56	-10
9th	62	67	5
11th	72	64	-8

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	63	70	7
10th	56	67	11

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.7	1.6	0.0	0.0

Student Attendance Rate

1990	1991	1992	1993	+/-
95.2	96.2	96.5	96.1	0.9

Average Composite ACT

1991	1992	1993	+/-
19.5	19.8	19.8	0.3

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	421	428	423	431	10
% Free/Reduced Lunch:	31	31	34	34	3
% Minority:	4	3	4	3	-1
% Special Education:	8	8	10	11	3
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	31	31	32	37	6
Average Salary ($):	22,681	24,794	25,848	27,294	4,613
Average Experience:	14	16	15	14	0
% Advanced Degree:	20	15	20	19	-1
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WOODWARD
District: SHARON-MUTUAL
Address: P.O. Box 1, Mutual 73853

1992-93 District Characteristics

Number of Sites:	2	# of Support Staff:	15
# of Administrators:	2	# of School Board Positions:	5
# of Counselors:	0	Length of Board Member Term:	5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	67	63	69	68	1
5th	66	47	59	64	-2
7th	74	59	72	65	-9
9th	68	57	73	65	-3
11th	59	49	60	68	9

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	63	64	1
7th	47	65	18
9th	59	65	6
11th	57	68	11

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	58	43	-15
10th	44	62	18

* indicates 5 or fewer students tested or score not applicable

Dropout Rate

1990	1991	1992	1993	+/-
0.0	0.0	0.0	2.9	2.9

Student Attendance Rate

1990	1991	1992	1993	+/-
96.4	96.5	96.4	96.3	-0.1

Average Composite ACT

1991	1992	1993	+/-
19.5	18.6	18.9	-0.6

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	262	245	240	215	-47
% Free/Reduced Lunch:	34	37	36	41	7
% Minority:	3	5	3	2	-1
% Special Education:	11	11	12	17	6
% Limited English Proficient:	0	3	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	21	22	23	24	3
Average Salary ($):	21,882	23,200	25,178	27,015	5,133
Average Experience:	13	13	15	13	1
% Advanced Degree:	54	51	44	44	-10
Class-size Penalty ($):	None	None	None	NA	

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Oklahoma Educational Indicators Program

District Historical Indicators Report

County: WOODWARD
District: FORT SUPPLY
Address: P.O. Box 160, Fort Supply 73841

1992-93 District Characteristics

Number of Sites: 2
# of Administrators: 1
# of Counselors: 0
# of Support Staff: 12
# of School Board Positions: 5
Length of Board Member Term: 5 years

Results-District Performance

Average Composite Percentiles

Iowa Tests of Basic Skills/Tests of Achievement and Proficiency

1990-93 Achievement Results

Grade	1990	1991	1992	1993	Rank Change
3rd	31	61	75	83	52
5th	60	62	56	85	25
7th	73	47	60	62	-11
9th	57	60	64	50	-7
11th	50	49	49	54	4

Cohort Gains Results

1993 Grade	1991	1993	Rank Change
5th	61	85	24
7th	62	62	0
9th	47	50	3
11th	60	54	-6

Stanford Writing Assessment

1992-93 Achievement Results

Grade	1992	1993	Rank Change
7th	74	66	-8
10th	70	45	-25

*** Indicates 5 or fewer students tested or score not applicable**

Dropout Rate

1990	1991	1992	1993	+/-
4.1	0.0	0.0	2.1	-2.0

Student Attendance Rate

1990	1991	1992	1993	+/-
96.2	97.7	97.2	96.7	0.5

Average Composite ACT

1991	1992	1993	+/-
18.8	17.5	17.0	-1.8

Context-School District

Student Information

	1990	1991	1992	1993	+/-
Student Enrollment:	153	153	154	151	-2
% Free/Reduced Lunch:	37	37	49	50	13
% Minority:	2	0	1	0	-2
% Special Education:	8	8	7	10	2
% Limited English Proficient:	0	0	0	0	0

Teacher Information

	1990	1991	1992	1993	+/-
Number of Teachers:	16	16	16	16	0
Average Salary ($):	20,213	21,631	23,715	25,337	5,124
Average Experience:	10	9	13	9	-1
% Advanced Degree:	19	19	23	9	-10
Class-size Penalty ($):	None	None	None	NA	

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